

Texarkana Independent School District

Texas High School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

Demographics

Demographics Summary

In the east Texas region, Texas High is considered the most urban in our area. There are other high schools in the area, but none have the population or diversity. Texas High school is committed to excellence in academics and success for all students. In addition to our strong focus on academics, our staff and students receive leadership training in Covey's 7 Habits of Highly Effective People. Texas High School serves a diverse population of approximately 1771 students. Approximately 66% of students are identified as low socioeconomic.

Currently, Texas High School is approximately 34% White, 19% Hispanic, 41% African American, and 6% other races. These percentages have stayed fairly stable through the years. In the last few years, there has been a slow yearly increase in our Hispanic population. Our gender demographic is almost equal 50.5% female & 49.50% male. Almost half of our student population is considered economically disadvantaged (49.91%) and/or at-risk (50.56%).

Texas High provides a wide range of special programs from AP to DC with our enrollment numbers continuing to climb. We also offer opportunities in unique programs such as STEM, CTE, P-TECH, & REACH that guide students to their future endeavors. 20.04% of our students have a 504 plan & SPED population makes up 13.16%. We offer a variety of learning environments from least restrictive to restrictive and combination of both to meet the needs of each student. 9.25% of our student population falls into the English Learner category. The average class size for ELA is 16.2, social studies is 18.9, mathematics 17.5, science 18.5 & foreign language 18.8.

Discipline referrals climbed significantly from the 2022-2023 school year. Our highest number of referrals come from students who were disrespectful (232) or failed to comply with an adult's request (254). Our next area of concern was students who repeatedly skipped a class or numerous classes in a day (226) or had more than 10+ tardies a semester (412). Our African American population had the majority of the referrals (1219). Many of the referrals result in a student being out of the classroom

There has been a slight increase from 2023 (90%) to 2024 (92.48%). The majority of the absences are from 9th grade, African American female students who are at risk. The most current mobility rate for our campus is 2021-2022 and it is 18.7%.

The highest percentage of teaching experience (29%) is 0-5 years followed by 12% in both 6-10 years & 21+years. The diversity of our teaching staff does not match the diversity of our students. The majority of our teachers are white (68%). Texas High lost 22 teachers after the 23-24 school year.

Texas High partners with various locally owned businesses, many of them have or had their children go through Texas High. We continually work on recruiting parents to our VIPs program. Currently we have 20-25 volunteers that help us at various events throughout the year as well as financial contributions. One of our largest parent/community involvement is for our Senior prom.

Demographics Strengths

We have a diverse staff & student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The current attendance rate at Texas High School is 92.48%, which is below the desired target of 93.5%. This lower attendance rate adversely affects student learning outcomes and overall school performance. **Root Cause:** Several factors contribute to the lower attendance rate, including lack of student engagement, inconsistent monitoring of attendance, and parental support. Additionally, some students face personal or family challenges that hinder regular attendance.

Problem Statement 2 (Prioritized): The current number of discipline incidents at Texas High School stands at 1559, which negatively impacts the learning environment and overall school climate. Reducing these incidents is essential for fostering a safe and conducive learning atmosphere. **Root Cause:** Several factors contribute to the high number of discipline incidents, including lack of student engagement, inconsistent enforcement of behavioral expectations, and insufficient social-emotional support. Additionally, some students face personal or family challenges that lead to behavioral issues.

Student Learning

Student Learning Summary

We have programs to meet all students need from specialized classes to advanced placement & dual credit.

We are excited about our new Career & Technology building that will offer more opportunity for our students.

Student Learning Strengths

Texas High School students continue to receive prestigious honors, awards, and scholarships for their performance. 2024 honors for seniors are listed as follows:

2024 Data

19 students graduated in 2024 with an Associate's Degree. THS has had 90 students graduate with an Associate's degree since 2015.

2 National Merit Commended Scholars

1 TASSP All-State Academic Excellence Team

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education EOC results are as follows: ELAR I (86% Not Met, 12% Approached, 3% Met) ELAR II (84% Not Met, 6% Approached, 10% Met), & Algebra I (73% Not Met, 25% Approached, 2% Met) **Root Cause:** Data digs, data driven instruction, and collaborative teaching alignment and expectations.

Problem Statement 2 (Prioritized): Emerging Bilinguals EOC results are as follows: ELAR I (29% Not Met, 15% Approached, 35% Met, 20 Masters), ELAR II (23% Not Met, 16% Approached, 51% Met, 9% Masters), & Algebra I (28% Not Met, 46% Approached, 19% Met, 0% Masters) **Root Cause:** Data digs, data driven instruction, and collaborative teaching alignment and expectations.

Problem Statement 3 (Prioritized): Students identified as performing below the state standards EOC results are as follows: ELAR I (42% Not Met, 23% Approached, 31% Met, 5% Masters) **Root Cause:** Individualized and culturally relevancy in curriculum and content.

Problem Statement 4 (Prioritized): The current attendance rate at Texas High School is 92.48%, which is below the desired target of 93.5%. This lower attendance rate adversely affects student learning outcomes and overall school performance. **Root Cause:** Several factors contribute to the lower attendance rate, including lack of student engagement, inconsistent monitoring of attendance, and parental support. Additionally, some students face personal or family challenges that hinder regular attendance.

Problem Statement 5 (Prioritized): The current number of discipline incidents at Texas High School stands at 1559, which negatively impacts the learning environment and overall school climate. Reducing these incidents is essential for fostering a safe and conducive learning atmosphere. **Root Cause:** Several factors contribute to the high number of discipline incidents, including lack of student engagement, inconsistent enforcement of behavioral expectations, and insufficient social-emotional support. Additionally, some students face personal or family challenges that lead to behavioral issues.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Texas High School strives daily to continuously improve the culture of learning on our campus. In academics, we offer the most challenging courses from AP to DC and certification opportunities in a great variety of Career and Technology courses. Each student that enters Texas High School has an individualized graduation plan. We have high expectations for our students and provide them with a rigorous curriculum that will prepare them for post-secondary readiness. THS boasts strong CTE numbers and high certification rates, Our campus sets an emphasis on college and career readiness, focusing on education and careers in a post secondary market. Bringing focus to marketable skills by partnering with in-community businesses will help to further extend the success of our college and career readiness programs.

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

Parents have many opportunities for involvement at Texas High School. From Tiger Camp as parents of freshmen, to evening workshops for Juniors and Seniors and Experience THS, we have many workshops that are geared to enlighten and enlist the help of parents.

Results of the 2023-2024 MRA for Texas High School indicated some improvement as compared to the 2022-23 survey. Leadership increase from +69 to +75, Culture increased from +69 to +73, and Academics increased from +65 to +71. .

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not take ownership in their learning. Community involvement is essential in building relationships with our campus & community. More

opportunities are needed to allow our students to see real world, hands on jobs in our area. **Root Cause:** Students are not engaged & do not understand the value or opportunities that good education provides.

Priority Problem Statements

Problem Statement 1: Special Education EOC results are as follows: ELAR I (86% Not Met, 12% Approached, 3% Met) ELAR II (84% Not Met, 6% Approached, 10% Met), & Algebra I (73% Not Met, 25% Approached, 2% Met)

Root Cause 1: Data digs, data driven instruction, and collaborative teaching alignment and expectations.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: Students identified as performing below the state standards EOC results are as follows: ELAR I (42% Not Met, 23% Approached, 31% Met, 5% Masters)

Root Cause 2: Individualized and culturally relevancy in curriculum and content.

Problem Statement 2 Areas: Student Achievement - Student Learning

Problem Statement 3: Emerging Bilinguals EOC results are as follows: ELAR I (29% Not Met, 15% Approached, 35% Met, 20 Masters), ELAR II (23% Not Met, 16% Approached, 51% Met, 9% Masters), & Algebra I (28% Not Met, 46% Approached, 19% Met, 0% Masters)

Root Cause 3: Data digs, data driven instruction, and collaborative teaching alignment and expectations.

Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: The current attendance rate at Texas High School is 92.48%, which is below the desired target of 93.5%. This lower attendance rate adversely affects student learning outcomes and overall school performance.

Root Cause 4: Several factors contribute to the lower attendance rate, including lack of student engagement, inconsistent monitoring of attendance, and parental support. Additionally, some students face personal or family challenges that hinder regular attendance.

Problem Statement 4 Areas: Student Achievement - Demographics - Student Learning

Problem Statement 5: The current number of discipline incidents at Texas High School stands at 1559, which negatively impacts the learning environment and overall school climate. Reducing these incidents is essential for fostering a safe and conducive learning atmosphere.

Root Cause 5: Several factors contribute to the high number of discipline incidents, including lack of student engagement, inconsistent enforcement of behavioral expectations, and insufficient social-emotional support. Additionally, some students face personal or family challenges that lead to behavioral issues.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data


Goals


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


Performance Objective 1: Texas High School will increase the Domain III (Closing the Gaps) component score from 35 to 48 by the end of the academic year, achieving a scale score of 70. This improvement will be accomplished through targeted interventions, data-driven instruction, and comprehensive support for underperforming student subgroups.

Evaluation Data Sources: Texas Accountability Rating A-F system via STAAR assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students will be targeted for growth by monitoring each student's progress throughout the year using assessment data.</p> <p>Strategy's Expected Result/Impact: May 2025</p> <p>Staff Responsible for Monitoring: Teachers & Administration</p> <p>Problem Statements: Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Emerging Bilingual students will be targeted for growth by monitoring each student's progress throughout the year using assessment data.</p> <p>Strategy's Expected Result/Impact: May 2025</p> <p>Staff Responsible for Monitoring: Teachers & Administration</p> <p>Problem Statements: Student Achievement 2 - Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students & teachers will target growth In Algebra I, English I & II by monitoring each student's progress throughout the year using assessment data, IXL, & performance tracking.</p> <p>Strategy's Expected Result/Impact: May 2025</p> <p>Staff Responsible for Monitoring: Teachers & Administration</p> <p>Problem Statements: Student Achievement 3 - Student Learning 3</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Special Education EOC results are as follows: ELAR I (86% Not Met, 12% Approached, 3% Met) ELAR II (84% Not Met, 6% Approached, 10% Met), & Algebra I (73% Not Met, 25% Approached, 2% Met) **Root Cause:** Data digs, data driven instruction, and collaborative teaching alignment and expectations.





Problem Statement 2: Emerging Bilinguals EOC results are as follows: ELAR I (29% Not Met, 15% Approached, 35% Met, 20 Masters), ELAR II (23% Not Met, 16% Approached, 51% Met, 9% Masters), & Algebra I (28% Not Met, 46% Approached, 19% Met, 0% Masters) **Root Cause:** Data digs, data driven instruction, and collaborative teaching alignment and expectations.

Problem Statement 3: Students identified as performing below the state standards EOC results are as follows: ELAR I (42% Not Met, 23% Approached, 31% Met, 5% Masters) **Root Cause:** Individualized and culturally relevancy in curriculum and content.

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

Performance Objective 1: All students will participate in the Leader in Me school-wide transformation model in order to instill confidence and recognize that everyone has genius and everyone can be a leader.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Student lighthouse team will plan and run the trait award ceremony each 6 weeks. The trait award ceremony recognizes students district wide, for exemplifying the designated trait of the grading period.</p> <p>Strategy's Expected Result/Impact: Provide more students with an opportunity to demonstrate a wide variety of leadership skills, such as; planning and organizing, networking and mentoring.</p> <p>Staff Responsible for Monitoring: Assistant Principal for CTE/ LIM</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff, along with lighthouse students will serve on one of three LIM action teams and set school-wide goals for leadership, culture, and academics.</p> <p>Strategy's Expected Result/Impact: Foster an atmosphere of leadership within the campus, by developing leadership opportunities for more students and staff.</p> <p>Staff Responsible for Monitoring: Assistant Principal of CTE/LIM</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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: Students will be provided with social emotional support in order to meet the needs of our students through developmentally appropriate guidance curriculum and responsive services in partnership with parents/guardians, staff, and community members.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will implement and document completion of the comprehensive school counseling program as outlined in the 22-23 plan.</p> <p>Strategy's Expected Result/Impact: increased advocacy for our diverse student population in academic, personal/social/emotional growth and college/career readiness.</p> <p>Staff Responsible for Monitoring: Principal</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 3: Texas High School will raise its attendance rate from 92.48% to 93.5% by the end of the academic year through targeted interventions and comprehensive support strategies.

Evaluation Data Sources: Attendance Reports, Truancy Prevention Measures, and Truancy Court

Strategy 1 Details	Reviews			
<p>Strategy 1: To enhance monitoring and provide personalized support, Texas High School will improve attendance tracking and offer targeted assistance to students with attendance issues. This will involve training staff on effective communication techniques and establishing protocols for regular check-ins with students and parents through various channels such as phone calls, emails, and texts. Students will be assigned to administrators based on last names, allowing for focused support, regular attendance reviews, and timely interventions. Additionally, consistent hall sweeps will be conducted at strategic times to ensure students are in class, with documented reasons for absences being promptly addressed. For students with significant attendance issues, respectful home visits will be conducted, providing necessary resources and support to families.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates. Staff Responsible for Monitoring: Associate of Student Management</p> <p>Problem Statements: Demographics 1 - Student Achievement 4 - Student Learning 4</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To foster a positive school culture that promotes attendance, Texas High School will implement a comprehensive incentives and engagement program. This will include identifying and acquiring suitable incentives, such as privileges and rewards, and regularly distributing them to students who demonstrate improved or perfect attendance. The "Leader in Me" program will be integrated to incorporate attendance goals, providing leadership opportunities and celebrating achievements linked to attendance. Furthermore, an attendance step chart will be developed and displayed to track and promote attendance progress, with regular updates and milestone celebrations.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates. Staff Responsible for Monitoring: Associate of Student Management</p> <p>Problem Statements: Demographics 1 - Student Achievement 4 - Student Learning 4</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To ensure accountability and address chronic absenteeism, Texas High School will utilize formal accountability measures and legal interventions. Collaboration with local truancy court officials will establish procedures for managing chronic absenteeism, identifying students with ongoing attendance issues, and following through with necessary court interventions. Attendance contracts will be developed and implemented with students and parents, formalizing commitments to improving attendance and regularly monitoring compliance.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates.</p> <p>Staff Responsible for Monitoring: Associate of Student Management</p> <p>Problem Statements: Demographics 1 - Student Achievement 4 - Student Learning 4</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>				

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: The current attendance rate at Texas High School is 92.48%, which is below the desired target of 93.5%. This lower attendance rate adversely affects student learning outcomes and overall school performance. Root Cause: Several factors contribute to the lower attendance rate, including lack of student engagement, inconsistent monitoring of attendance, and parental support. Additionally, some students face personal or family challenges that hinder regular attendance.</p>
Student Learning
<p>Problem Statement 4: The current attendance rate at Texas High School is 92.48%, which is below the desired target of 93.5%. This lower attendance rate adversely affects student learning outcomes and overall school performance. Root Cause: Several factors contribute to the lower attendance rate, including lack of student engagement, inconsistent monitoring of attendance, and parental support. Additionally, some students face personal or family challenges that hinder regular attendance.</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: Texas High School will reduce the number of overall campus discipline incidents from 1559 to 1300 by the end of the academic year through targeted interventions and comprehensive support strategies.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be divided alphabetically among seven administrators, which will allow for focused attention on the 10% of students who are repeat offenders. This targeted approach ensures that these students receive the necessary support and interventions.</p> <p>Strategy's Expected Result/Impact: Reduced campus discipline incidents, more students that can identify trusted adults on campus</p> <p>Staff Responsible for Monitoring: Associate Principal for Student Management</p> <p>Problem Statements: Demographics 2 - Student Achievement 5 - Student Learning 5 - School Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and teachers will collaborate closely with school counselors to address the underlying issues contributing to student behavior. This partnership will provide students with the social-emotional support they need to improve their behavior.</p> <p>Strategy's Expected Result/Impact: Effective campus discipline incidents while establishing more students that can identify trusted adults on campus</p> <p>Staff Responsible for Monitoring: Associate Principal for Student Management</p> <p>Problem Statements: Demographics 2 - Student Achievement 5 - Student Learning 5 - School Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the MTSS framework to provide a structured approach to identifying and supporting students with behavioral challenges. This includes tiered interventions that increase in intensity based on student needs.</p> <p>Strategy's Expected Result/Impact: Effective campus discipline incidents while establishing more students that can identify trusted adults on campus.</p> <p>Staff Responsible for Monitoring: Associate Principal for Student Management</p> <p>Problem Statements: Demographics 2 - Student Achievement 5 - Student Learning 5 - School Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate the "Leader in Me" program to encourage students to take ownership of their behavior and develop leadership skills. This program will help students develop a sense of responsibility and pride in their behavior.</p> <p>Strategy's Expected Result/Impact: Effective campus discipline incidents while establishing more students that can identify trusted adults on campus.</p> <p>Staff Responsible for Monitoring: Assistant Principal LIM</p> <p>Problem Statements: Demographics 2 - Student Achievement 5 - Student Learning 5 - School Culture and Climate 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Use Kagan cooperative strategies for team-building activities that promote positive social interactions and teamwork among students. These strategies will help create a supportive and inclusive school culture.</p> <p>Strategy's Expected Result/Impact: Effective campus discipline incidents while establishing more students that can identify trusted adults on campus.</p> <p>Staff Responsible for Monitoring: Teachers & Administration</p> <p>Problem Statements: Demographics 2 - Student Achievement 5 - Student Learning 5 - School Culture and Climate 1</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>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The current number of discipline incidents at Texas High School stands at 1559, which negatively impacts the learning environment and overall school climate. Reducing these incidents is essential for fostering a safe and conducive learning atmosphere. Root Cause: Several factors contribute to the high number of discipline incidents, including lack of student engagement, inconsistent enforcement of behavioral expectations, and insufficient social-emotional support. Additionally, some students face personal or family challenges that lead to behavioral issues.</p>
Student Learning
<p>Problem Statement 5: The current number of discipline incidents at Texas High School stands at 1559, which negatively impacts the learning environment and overall school climate. Reducing these incidents is essential for fostering a safe and conducive learning atmosphere. Root Cause: Several factors contribute to the high number of discipline incidents, including lack of student engagement, inconsistent enforcement of behavioral expectations, and insufficient social-emotional support. Additionally, some students face personal or family challenges that lead to behavioral issues.</p>

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

Performance Objective 1: We will increase work-based learning, internship opportunities, and job shadowing opportunities by 5%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: THS will increase industry leaders as guest speakers for on-campus WBL opportunities.</p> <p>Strategy's Expected Result/Impact: Deeper connections for students with industry leaders, opportunities to students to receive first hand knowledge of career interest areas.</p> <p>Staff Responsible for Monitoring: Teachers & administration</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>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Jordan High	Classroom Teacher
Classroom Teacher	Greg Brush	Classroom Teacher
Classroom Teacher	Nathan Upchurch	Classroom Teacher
Classroom Teacher	Kelsey Rankin	Classroom Teacher
Classroom Teacher	BreAnna Bailey	Classroom Teacher
Classroom Teacher	Christie Page	Classroom Teacher
Non-classroom Professional	Ashley Washington	Technology
Business Representative	Sarah Carpenter	Business Rep
Business Representative	Taylor Barr	Business Rep
Parent	Melissa Martin	Parent
Community Representative	Jim Harris	Community Representative
Parent	Brian Mathews	Parent
District-level Professional	LaKesha Taylor	Director of STEM & CTE
Community Representative	Mary Coleman	Community Representative
Non-classroom Professional	? ?	?
Administrator	Ben Renner	Principal

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Jordan High	Classroom Teacher
Classroom Teacher	Greg Brush	Classroom Teacher
Classroom Teacher	Nathan Upchurch	Classroom Teacher
Classroom Teacher	Kelsey Rankin	Classroom Teacher
Classroom Teacher	BreAnna Bailey	Classroom Teacher
Classroom Teacher	Christie Page	Classroom Teacher
Non-classroom Professional	Ashley Washington	Technology
Business Representative	Sarah Carpenter	Business Rep
Business Representative	Taylor Barr	Business Rep
Parent	Melissa Martin	Parent
Community Representative	Jim Harris	Community Representative
Parent	Brian Mathews	Parent
District-level Professional	LaKesha Taylor	Director of STEM & CTE
Community Representative	Mary Coleman	Community Representative
Non-classroom Professional	? ?	?
Administrator	Ben Renner	Principal

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)

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