

Texarkana Independent School District

Parks Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

“Empowering students to lead with heart, explore bold ideas, innovate with purpose, and excel on their journey to college, career, and beyond.”

Vision

“Parks Elementary will set the standard for innovative, joyful learning by creating a community where every child discovers their purpose, embraces their potential, and is prepared to change the world.”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parks Elementary serves approximately 780 students in grades Pre-K through 5. The campus is highly diverse, with more than 90% of students identified as economically disadvantaged, over 40% emergent bilingual learners, and more than 75% considered at-risk. High student mobility (20–25%) and attendance rates below the state target contribute to inconsistent academic progress.

Demographics Strengths

Parks Elementary benefits from strong community partnerships, a growing bilingual program, and staff dedicated to meeting the needs of a diverse student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High mobility, chronic absenteeism, and a mismatch between student demographics and staff diversity create barriers to consistent achievement and equity.

Student Learning

Student Learning Summary

Student performance at Parks Elementary reflects significant challenges inherited from both predecessor campuses. In 2025, Highland Park earned an overall F rating and Spring Lake Park a D. STAAR results showed fewer than 20% of students meeting grade-level standards, with math and science being the weakest areas. Subgroups such as African American, emergent bilingual, and special education students scored far below campus averages.

Student Learning Strengths

Parks benefits from the district adoption of high-quality instructional materials (Bluebonnet Math, Savvas Reading, McGraw Hill Science) and a structured system for intervention and enrichment through WIN time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Low levels of student achievement across all content areas, especially math and science, and significant subgroup gaps highlight the need for stronger Tier I instruction and targeted interventions.

School Processes & Programs

School Processes & Programs Summary

The campus benefits from established CTMs, access to 1:1 technology, and distributed leadership systems that support instructional improvement and student engagement.

School Processes & Programs Strengths

Inconsistent rigor in Tier I instruction and uneven implementation of data-driven practices prevent students from reaching grade-level mastery.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent rigor in Tier I instruction and uneven implementation of data-driven practices prevent students from reaching grade-level mastery.

Perceptions

Perceptions Summary

Feedback from staff, students, and families highlights pride in the school community, but also identifies challenges with attendance, student motivation, and maintaining high expectations. Students report low confidence in their academic abilities, and some families face barriers to engagement due to work schedules or limited resources. Parks is embedding SEL lessons, student leadership notebooks, and family engagement events to strengthen culture and relationships.

Perceptions Strengths

Parks benefits from strong community support, the Leader in Me framework, and the Ron Clark House System to promote student leadership and belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Chronic absenteeism, low academic confidence among students, and inconsistent family engagement hinder the development of a strong culture of high expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 17, 2025

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: Increase the percentage of students scoring at Approaches Grade Level or above on STAAR Math from 38% (2025 baseline) to at least 65% in 2025-2026. Additionally, increase the percentage of students scoring at Meets Grade Level from 15% to 25%, while decreasing the percentage of students scoring Does Not Meet Grade Level by 15 percentage points

High Priority

- Evaluation Data Sources:** STAAR Math (Grades 3-5)
 Bluebonnet Math unit assessments (formative and summative)
 IXL Diagnostic Assessments (BOY, MOY, EOY)
 Campus-developed common assessments (from CTMs)
 WIN time intervention records and progress monitoring
 Leadership team data review minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Bluebonnet Math HQIM with fidelity through lesson planning, modeling, and consistent use of aligned daily checks for understanding.</p> <p>Strategy's Expected Result/Impact: More students will access and master grade-level content, significantly increasing Approaches performance and reducing Does Not Meet.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Math Teachers, Interventionists</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Use CTMs (Collaborative Team Meetings) weekly to monitor math data, reteach misconceptions, and design WIN time interventions targeting students at risk of Does Not Meet.</p> <p>Strategy's Expected Result/Impact: Strong Tier 1, early reteach and data-driven grouping will reduce Does Not Meet by 15 points and increase Approaches performance toward 65%.</p> <p>Staff Responsible for Monitoring: Math Teachers, Interventionists, Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted WIN time and small-group instruction using IXL diagnostics and Bluebonnet assessment data to reteach prerequisite and on-grade-level math skills.</p> <p>Strategy's Expected Result/Impact: Students below grade level will build foundational skills, increasing Approaches rates to 65% and pushing more into Meets.</p> <p>Staff Responsible for Monitoring: Administration, Math Teachers, Interventionists</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement 50 minutes of WIN time each day as reflected on the master schedule (25 math/25 reading) while administration conducts at least 1 walk through every month.</p> <p>Strategy's Expected Result/Impact: Increased number of students understanding Tier 1 and meeting Meets or Masters on STAAR test</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, and Principal team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: Increase the percentage of students scoring at Approaches Grade Level or above on STAAR Reading/Language Arts from 59% (2025 baseline) to 70% in 2025-2026. Additionally, increase the percentage of students scoring at Meets Grade Level from 26% to 40%, while decreasing the percentage of students scoring Does Not Meet Grade Level by 10 percentage points.

High Priority

Evaluation Data Sources: STAAR RLA (Grades 3-5)
 Savvas Reading/MiVision Lectura unit assessments
 IXL Diagnostic Assessments (BOY, MOY, EOY)
 CTM-developed common formative assessments
 WIN time intervention data
 Student Leadership Notebooks tracking literacy goals

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Savvas Reading and MiVision Lectura HQIM with fidelity, ensuring balanced literacy instruction that integrates phonics, comprehension, and writing.</p> <p>Strategy's Expected Result/Impact: Students will receive consistent, high-quality literacy instruction, increasing Approaches to 70% and Meets to 40%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, RLA Teachers, Interventionists</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Use CTMs (Collaborative Team Meetings) weekly to analyze reading data, reteach comprehension skills, and plan targeted WIN groups.</p> <p>Strategy's Expected Result/Impact: Strong Tier 1, early reteach cycles will reduce Does Not Meet rates and increase Meets performance.</p> <p>Staff Responsible for Monitoring: RLA Teachers, Interventionists, Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted WIN time and small-group instruction in reading, with a focus on emergent bilingual and at-risk students, using Savvas/MiVision data and IXL diagnostics.</p> <p>Strategy's Expected Result/Impact: Struggling students will build foundational skills, reducing Does Not Meet and increasing Approaches to 70%.</p> <p>Staff Responsible for Monitoring: RLA Teachers, Interventionists</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: Increase student leadership and self-advocacy scores on the Leader in Me MRA survey from 74 (baseline) to 88.

Evaluation Data Sources: Student Leadership Notebooks
DEAL Time lessons
MRA





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in Leader in Me daily lessons and use leadership notebooks to set and track personal and academic goals (MRA: Student Goals, Empowered Learners).</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved self-advocacy and ownership of learning, leading to increased MRA scores and reduced behavioral issues.</p> <p>Staff Responsible for Monitoring: All staff, LIM Lighthouse team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide student leadership roles and jobs across the campus (announcements, greeters, event leaders, peer mentors) to give students opportunities to practice responsibility and leadership.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and confidence in leadership, reflected in higher MRA Student Leadership scores.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Classroom Teachers</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Launch the Ron Clark House System for students feeling they belong in conjunction with behavior tracking and incentives.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease by 15%, and MRA "School Belonging" scores will increase by at least 5 points.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, House Leaders, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
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Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 2: Increase family engagement scores on the MRA from 82 to 85, and raise School & Family Partnerships from 73 to 85.

Evaluation Data Sources: Office Referrals, Ron Clark data, behavior intervention data





Strategy 1 Details	Reviews			
<p>Strategy 1: Host quarterly family engagement nights, including bilingual sessions, academic showcases, and leadership events, to strengthen home-school connections.</p> <p>Strategy's Expected Result/Impact: Increased parent attendance and involvement will improve MRA Family Engagement and School & Family Partnerships scores.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Classroom Teachers, Lighthouse Team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase two-way communication with families through digital tools (talking points and newsletters) and proactive teacher outreach.</p> <p>Strategy's Expected Result/Impact: Parents will feel more informed and connected, contributing to higher scores in School & Family Partnerships.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 3: Reduce discipline referrals by 15% through proactive culture systems.

High Priority

Evaluation Data Sources: BI data, Teams data, eduphoria data

Strategy 1 Details	Reviews			
<p>Strategy 1: Launch the Ron Clark House System to promote student belonging, accountability, and school spirit through positive competition and recognition.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to school, resulting in fewer discipline referrals and increased MRA "School Belonging" scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, House Leaders, Classroom Teachers</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use RCA app for behavior tracking, communication with parents, and incentives to reinforce positive behaviors.</p> <p>Strategy's Expected Result/Impact: Behavior incidents will decrease as students are recognized and rewarded for positive choices.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Classroom Teachers, House Leaders</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 4: Ensure every student demonstrates at least 100 points of growth in IXL (Math and Reading) from BOY to EOY diagnostics.

High Priority

Evaluation Data Sources: IXL Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor IXL progress weekly during CTMs and adjust WIN time groups to address skill gaps in math and reading.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions and show accelerated growth, meeting the 100-point IXL increase goal.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Casey Stanford, Assistant Principals</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate student growth in IXL through recognition systems such as certificates, House points, bulletin boards, and monthly LIM celebrations.</p> <p>Strategy's Expected Result/Impact: Motivation and engagement in IXL will increase, leading to consistent student growth across grade levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, House Leaders, Teachers</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted intervention and acceleration using IXL data to reteach foundational skills and extend learning for advanced students.</p> <p>Strategy's Expected Result/Impact: Struggling students will close gaps, while advanced students will continue progressing, ensuring all meet or exceed the 100-point growth goal.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Assistant Principals</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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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: Increase MRA Staff Voice and Collective Efficacy scores from the mid-70s (baseline) to 80+ by May 2026.


High Priority

Evaluation Data Sources: MRA, professional development survey, staff meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish regular staff feedback loops (surveys, listening sessions, leadership team reps) to ensure staff voice influences decision-making.</p> <p>Strategy's Expected Result/Impact: Staff will feel more valued and engaged, leading to improved MRA Staff Voice scores and stronger retention.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development aligned to staff-identified needs (from CTM reflections, surveys, and MRA themes).</p> <p>Strategy's Expected Result/Impact: Increased staff efficacy in instruction and leadership, reflected in stronger MRA Collective Efficacy scores.</p> <p>Staff Responsible for Monitoring: Leadership Action Team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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: Retain at least 90% of effective teachers and staff and ensure that 100% of new hires reflect both the campus's instructional needs and the diversity of the student population.

Evaluation Data Sources: Stay Interviews at the end of the year and retention data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a structured mentoring and onboarding program for new staff, pairing them with teacher leaders and embedding support in Leader in Me culture and CTMs.</p> <p>Strategy's Expected Result/Impact: New staff will feel supported and integrated, leading to stronger retention and a seamless transition into Parks culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher Leaders</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement recognition and appreciation systems (e.g., Toot your horn Tuesday, House Points for staff, monthly celebrations) to strengthen morale and belonging.</p> <p>Strategy's Expected Result/Impact: Increased staff satisfaction and commitment, contributing to at least 90% retention.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team, Lighthouse Team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 3: Ensure that 100% of teachers participate in observation and feedback cycles, with at least 80% demonstrating growth in instructional practices as measured by walkthrough data, CTM contributions, and student achievement results.


High Priority

Evaluation Data Sources: feedback and observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a systematic observation and feedback cycle where administrators and instructional coaches provide actionable feedback to every teacher at least twice per month.</p> <p>Strategy's Expected Result/Impact: Teachers will refine instructional practices, resulting in improved ESF Lever 5.2 implementation and increased student outcomes.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for peer observation and collaboration, allowing teachers to learn from colleagues demonstrating strong instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will expand instructional strategies and build collective efficacy, reflected in MRA Staff Growth scores.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</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: Increase the number of community and business partnerships providing support for student learning, career exploration, and resources by 20% in 2025-2026.





Evaluation Data Sources: parent sign-in sheets, community partnership logs (VIPS), Raptor logs, MRA

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish new partnerships with local businesses, higher education institutions, and civic groups to support career exploration, field trips, and mentoring.</p> <p>Strategy's Expected Result/Impact: Students will gain early exposure to careers and expanded access to enrichment opportunities.</p> <p>Staff Responsible for Monitoring: Principal, CTE Coordinator, Leadership Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Community Partnership Showcases (fall and spring) where partners can engage directly with students and families.</p> <p>Strategy's Expected Result/Impact: Stronger visibility and sustainability of partnerships, with more consistent support for student learning.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team, Parent Liaison</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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: Increase parent participation in campus events by 15% through expanded outreach and flexible opportunities.

Evaluation Data Sources: Sign In sheets, published social media and flyers

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will maintain the student pantry to meet our student's fundamental needs and remove potential barriers to school attendance.</p> <p>Strategy's Expected Result/Impact: Increased participation in family events and higher satisfaction reported on surveys.</p> <p>Staff Responsible for Monitoring: Leadership Team and Lighthouse Team</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Talking Points and digital platforms (newsletters, social media) to strengthen communication with families about events and student progress.</p> <p>Strategy's Expected Result/Impact: Families will feel more informed and engaged, increasing participation by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Non Classroom Professional	Paola Cambindo	Admin Asst
Administration	Brionna Wilson	Assistant Principal
Teacher	Kim Menie	Special Ed Teacher
Teacher	Matt Hughes	Teacher
Business Member	Karla Stroman	Business Member
Teacher	Carol Hubbard	Teacher
Teacher	Taylor Chevallier	Teacher
Teacher	Jordan Engstrom	Teacher
Business Representative	Juan Bustamante	Business Representative
Community Representative	Megan Uribe	Community Representative
Community Representative	Yalena Olvia	Community Representative
Business Representative	John Hubbard	Business Representative
Administrator	Audrey Shumate	Principal
District-level Professional	Mindy Basurto	Multilingual Coordinator
Classroom Teacher	Emilee Ward	Teacher
Non-classroom Professional	Kristen Icenhower	Counselor
Classroom Teacher	William Cruz	Teacher
Classroom Teacher	Casey Grant	Teacher

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Jamie Renner Sherry Nelson	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)	Elodia Witterstaetter	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)	Julius Anderson Lakesha Taylor	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)	Christy Tidwell	The school will follow Board Policies: BQ, BQA, and BQB.
5. Dropout Prevention	TEC 11.252	Ben Renner	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)	Mindy Gennings	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)	Elodia Witterstaetter Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 		Jami Renner Sherry Nelson	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 	TEC 11.252(4) TEC 11.252(3)(G)	Ben Renner	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● 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	Kay Stickels	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)	Jami Renner Sherry Nelson	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 	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)	Jami Renner Sherry Nelson	The school will follow Board Policy FFB and FNF.

<ul style="list-style-type: none"> • Training for teachers, school counselors, principals and all other appropriate personnel. 			
<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 ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Jami Renner Sherry Nelson	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<p>14. Texas Behavior Support Initiative (TBSI)</p> <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)	Mindy Gennings	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001	Christy Tidwell	
<p>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</p> <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	Jami Renner Sherry Nelson	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)

<p>17. College and University Admissions and Financial Aid (All grade levels)</p>	<p>Education Code 11.252.28.026, 51.803</p> <p>19 TAC 5.5, 61.1201</p>	<p>Ben Renner</p>	<p>Board Policy BQ (LEGAL), EIC (LEGAL)</p>
<p>18. Comprehensive School counseling Program that includes:</p> <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 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. 	<p>Education Code 33.005</p>	<p>Jami Renner</p> <p>Sherry Nelson</p>	<p>Board Policy BQ (H), FFEA(H)</p>