

Texarkana Independent School District
Theron Jones Early Literacy Center
2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Theron Jones Early Literacy Center is a Title I campus in Texarkana ISD serving students in grades K–2. During the 2025–26 school year, the campus enrolled 286 students. The student population closely reflects the demographics of the surrounding neighborhood, with an ethnic composition of 80.7% African American, 11.89% Hispanic, 4.55% White, and 3.50% identifying as two or more races.

A significant portion of the student body (97.9%) is identified as economically disadvantaged, well above the district average of 76.4% and the state average of 60.6%. Additionally, 72.43% of students are classified as at-risk, and the campus has a mobility rate of 21.1%.

Special populations include 6.78% English Language Learners, who are supported by ESL-certified teachers and a district ESL specialist; 7.6% of students served under Section 504 (primarily for dyslexia, ADHD, and Oppositional Defiant Disorder); and 26 students receiving special education services. One student received GT services during the 2023–24 school year.

Many students benefit from the after-school and summer ACE program, which offers academic support and enrichment opportunities. Social-emotional learning is fostered through the Leader in Me program, while the new Live School behavior management system will provide a positive, incentive-based approach to promoting appropriate behavior. Although many students face challenging home environments that can impact behavior, the campus has experienced a steady decline in behavioral referrals due to the support of two on-campus behavior interventionists working in collaboration with a district behavior specialist.

Teachers

To serve the student population, Theron Jones employed 69 staff members during the 2025–2026 school year. This includes 21 classroom teachers, 2 special education teachers, 5 full-time interventionists, 1 part-time interventionist, 9 instructional aides, 3 special area teachers, 3 special area instructional aides, 2 behavior support specialists, 2 campus administrators, 1 counselor, 3 office staff, 1 health aide, 1 library aide, 1 ISS aide, 1 ACE coordinator, 4 child nutrition workers, and 3 custodial staff. The campus also shares the services of a speech teacher, dyslexia therapist, diagnostician, 504 coordinator, and ESL teacher with other campuses.

The demographic makeup of the core teaching staff is 50% African American, 12% Hispanic, and 38% White, with 96.1% female. Teaching experience levels vary: 19% are beginning teachers, 46.1% have 1–5 years of experience, 13.4% have 6–10 years, and 6.3% have 11–20 years. Staff retention is a key priority on this high-needs campus, and district and campus leadership work collaboratively to meet retention goals by providing ongoing support and professional development.

Recognizing that many teachers are early in their careers, campus leadership emphasizes classroom management training and coaching. The behavior interventionists, district behavior specialists, and structured SEL initiatives help teachers address behavioral challenges effectively while maintaining a positive learning environment.

Parent/Community

Despite facing socioeconomic challenges, many families of Theron Jones students are highly supportive and engaged in their children's education. A significant number of students are raised by single parents, grandparents, or great-grandparents, and the school strives to build strong home-school connections.

Parents are encouraged to actively participate in campus life through numerous events, including Family STEAM Night, Fall Festival, Spring/Easter Celebration, book fairs, school dances, and Leadership Day. Volunteerism is strongly supported through the efforts of the campus VIPS Coordinator, who cultivates a welcoming environment for community involvement. Groups such as Heritage Church, Lunch Buddies, Girl Scouts, and Texas High School students regularly volunteer on campus to support student learning and enrichment.

The school also seeks to strengthen parent leadership through the Leader in Me Parent Lighthouse Team, which will continue to expand its role in fostering parent engagement and collaboration during the upcoming school year.

Demographics Strengths

The strength of the school lies within its core group of staff and teachers who have a heart for our students and are committed to student success. We are inspiring our students to Love, Learn, and Lead, while growing academically and nurturing them in a caring, loving environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for teacher retention to provide consistent high quality teaching for students at Theron Jones.

Root Cause: Teachers are overwhelmed with the large number of students with discipline issues in one classroom. They lack the skill set to manage the aggressive and disrespectful behaviors.

Student Learning

Student Learning Summary

To continue our efforts in closing the achievement gap and moving students to grade-level performance, targeted students will be given additional time in reading and math instruction through the Response to Intervention efforts on our campus. We have 4 full-time and 1 part-time interventionist who provide much-needed reading and math instruction to students who are identified as low performing based on campus and district assessments in reading and math, as well as TPRI scores. An additional interventionist was added to our campus to teach a Reading by Design class in an effort to help more struggling readers. In addition to the RTI teachers, we have a Teaching Assistant in each of our 7 kindergarten classrooms. The kindergarten teaching assistants will help provide RTI to our kindergarten students to close the achievement gap.

7.08% of students are identified as ESL students. Students who are ESL are assigned to a classroom that has a teacher with an ESL endorsement. Some of the ESL students also receive extra support from a district ESL teacher. We do not have bilingual classrooms on our campus.

Data shows a disproportionate number of students from Theron Jones who qualify for the Gifted and Talented Program. This current school year, 1 student out of 9 tested who qualified for and participated in the GT program. Counselors and testers indicate that students lack skills in creative thinking and problem-solving. In efforts to close the gaps, our teachers continue to be trained in the effective use of research-based instructional strategies and components of Balance Literacy. Test scores show students need more instruction to help broaden their vocabulary. Lesson plans will need to include more activities that allow students to express their creativity and more project-based activities.

Students who qualify for special education, 504, or other Title 1 programs are taught by caring and compassionate staff members who are well qualified to meet their needs. The implementation of a collaborative teaching model has allowed students to receive the correct amount of support in the least restrictive environment. This model has allowed for two professionals to teach students in the general education setting, thereby creating a partnership that will strengthen the learning of all students in the collaborative classroom.

First and second-grade students have struggled with the skills assessed on TPRI over the last several years due to the pandemic and teacher retention issues. Theron Jones' first-grade students have shown impressive growth in phonological awareness, phonics, and word reading in the past. With our phonics program and small group training for our teachers, we are beginning to see improvement. During the 2024-25 school year went from 12.5% Masters at the BOY in first grade to 47.1% at the EOY. In second grade we went from a 15.6% Masters to 46.8% Masters.

First Grade BOY TPRI

Total		104	
1- Masters 0 ~ 91	No Intervention Needed	13	12.5%
2- Meets 92 ~ 182	Possible Intervention Needed	27	26.0%
3- Approaches 183 ~ 274	Moderate Intervention Needed	29	27.9%
4- Does Not Meet+ 275 ~ 365	Significant Intervention Needed	30	28.8%
5- Does Not Meet- 366 ~ 458	Significant Intervention Needed	5	4.8%

First Grade EOY TPRI

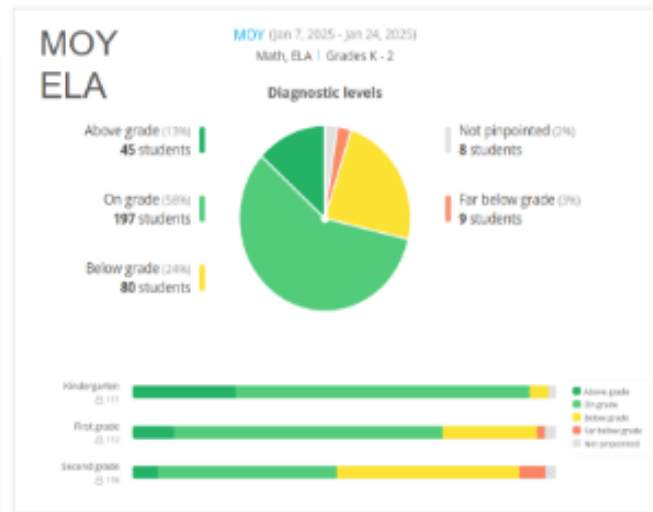
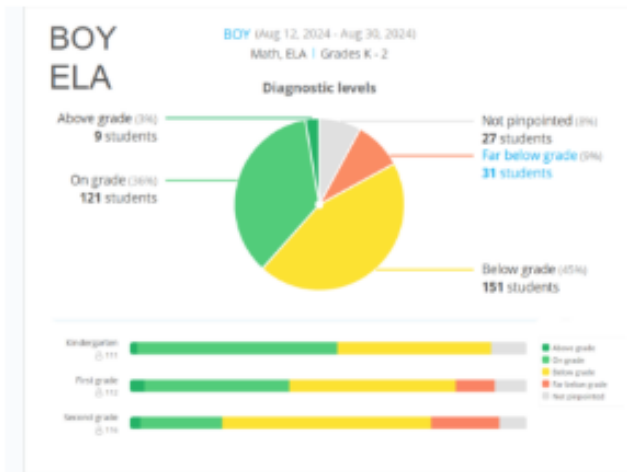
Total		104	
1- Masters 0 ~ 130	No Intervention Needed	49	47.1%
2- Meets 131 ~ 261	Possible Intervention Needed	31	29.8%
3- Approaches 262 ~ 391	Moderate Intervention Needed	10	9.6%
4- Does Not Meet+ 392 ~ 522	Significant Intervention Needed	11	10.6%
5- Does Not Meet- 523 ~ 654	Significant Intervention Needed	3	2.9%

Second Grade BOY TPRI

Total		109	
1- Masters 0 ~ 77	No Intervention Needed	17	15.6%
2- Meets 78 ~ 156	Possible Intervention Needed	17	15.6%
3- Approaches 157 ~ 234	Moderate Intervention Needed	13	11.9%
4- Does Not Meet+ 235 ~ 313	Significant Intervention Needed	31	28.4%
5- Does Not Meet- 314 ~ 392	Significant Intervention Needed	31	28.4%

The district began the use of IXL during the 2024-25 school year. Our students showed gains from the BOY to EOY in reading and math. In reading we moved from 151 student below grade level to 104. In math we moved from 127 students below grade level to 67. We are looking to make even greater gains during the 2025-26 school year.

K-2 ELA IXL



K-2 Math IXL



The use of current data is essential in guiding the instructional practices on each grade level. The campus will conduct regular CTM meetings to analyze the assessment data of each teacher and student. Relevant changes in instruction will happen, so gaps in learning may be quickly addressed.

Due to the large number of students we serve with academic gaps in basic skills, our retention rates have been higher than other campuses in the district. We have retained at least a class of kindergarten students each year for the last several years. The number of students being retained has decreased over the last three school years. Our goal is to continue decreasing the number of students being retained each year by using RTI to help students master basic skills in Reading and Math.

Student Learning Strengths

Scores on the district grading period assessments show that scores for students at Theron Jones are close to the district averages. This is due to the concentrated efforts of our teachers working with instructional coaches and the specialist at Instructional Services. This is a practice that will continue this year. The scores will be used to target students for RTI in math at the beginning of the 2025-2026 school year.

The staff at Theron Jones prides itself on preparing K-2 students for the higher grades at our sister campus (Westlawn). By creating a strong foundation in K-2, Westlawn can improve its performance on the STARR. This trend is expected to continue with the implementation of the HQIMs for reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): N/A

School Processes & Programs

School Processes & Programs Summary

Theron Jones Early Literacy Center has developed a comprehensive system of processes and programs designed to promote high levels of student achievement, foster professional growth among staff, and facilitate meaningful engagement with families and the community. These efforts are strategically aligned to district priorities and rooted in our commitment to continuous improvement.

This year, we have adopted a new High-Quality Instructional Materials (HQIM)-based curriculum for both math and reading. Because lessons are pre-planned, teachers now dedicate their time to internalizing content and instructional strategies to deliver lessons effectively. The curriculum includes mid- and end-of-module assessments, which allow teachers to closely monitor student progress and adjust instruction as needed. Instructional practices are data-driven, ensuring alignment with grade-level expectations and learning standards.

Professional learning is ongoing and aligned to campus and district goals. Teachers participate in regular professional development sessions, collaborative planning, instructional coaching cycles, and data meetings. This year, teachers will be trained in a High-Quality Instructional Materials (HQIM)- based curriculum for both math and reading. We will have a mini PD conference. The session will be led by campus staff, and the session we created based on staff feedback from our district Professional Development survey. These opportunities will build teacher capacity, strengthen instructional practices, and foster a culture of continuous growth.

New teachers receive support from assigned campus mentors and a mentor from our IS department. Campus administrators and instructional services content coordinators collaborate with teachers to design engaging, high-quality lessons using the strategies gained from professional learning opportunities.

Theron Jones values shared leadership and collaborative decision-making. Multiple campus-based teams, including the Campus Leadership Team, Staff Lighthouse Team, Guiding Coalition, and Action Teams—engage staff in shaping campus initiatives and improvement efforts.

An Interview Committee composed of the principal, assistant principal, counselor, and lead teachers screens and selects new hires, often including a teaching demonstration to assess instructional skills and campus fit. Parents also provide input through monthly parent workshops, CQIC meetings, and the Parent Lighthouse Team, ensuring that stakeholder voices inform schoolwide decisions.

The campus emphasizes clear and open communication among staff, students, and families. Staff receive information through weekly newsletters, collaborative meetings, and the campus calendar. Parents are kept informed through Class Dojo, newsletters, social media, the campus website, and Blackboard messaging. Open dialogue is encouraged to build trust and support continuous improvement, with frequent opportunities for feedback from staff and families.

Theron Jones operates with a clear structure that maximizes instructional time and promotes student well-being. The leadership team collaboratively plan schedules in order to protect core instructional blocks, intervention time, and enrichment opportunities. A positive school culture is fostered through the Leader in Me framework, PBIS practices, and recognition programs for students and staff. Administrators are actively involved in supporting instruction, addressing concerns, and maintaining a collaborative, solutions-oriented environment.

A wide range of student support services are in place to meet academic, behavioral, and social-emotional needs. The campus adopted the district's Behavior Referral Process to ensure consistency in addressing behavior concerns. Two on-site behavior support specialists proactively provide small-group instruction using calming techniques and behavior replacement strategies, supported by data and staff recommendations. An ISS aide reinforces leadership habits from Leader in Me to help students build character and self-regulation skills.

Students benefit from services including special education, 504, ESL, dyslexia support, counseling, health services, and access to district specialists such as instructional coaches, math and ELA content coordinators, and behavior specialists. The district also ensures adequate supplies and instructional resources are available for staff and students.

Theron Jones offers a variety of enrichment opportunities to support student's interests and talents. The campus has implemented Schoolwide Enrichment Model (SEM) Clusters,

inspired by staff participation at Confratute at UCONN, which expose students to diverse learning experiences and early career and technical education (CTE) concepts.

Students also participate in events and activities such as, Family STREAM Night, Fall Festival, school dances, Leadership Day, and the ACE after-school and summer program, which provides academic support and enrichment activities

The implementation of 1:1 technology has greatly enhanced teaching and learning while equipping students with 21st-century skills. Each classroom is equipped with a set of Chromebooks, which are used for whole-group instruction, small-group activities, and workstations. Students also visit the computer lab weekly to learn technology effectively, through district training and ongoing coaching.

Theron Jones is committed to building and sustaining a positive, supportive school culture. New teachers receive mentorship, coaching, and collaborative planning time to ensure their success. Administrators and peers work together to provide feedback, guidance, and resources. The campus climate emphasizes teamwork, appreciation, and continuous improvement to promote staff retention, morale, and growth.

School Processes & Programs Strengths

An important strength of the school is the staff and their strong commitment to student success. The vision of Theron Jones is “Our students will learn and maximize their highest potential in reading and math”.

.” We believe that children who have a solid foundation of early literacy skills, including reading, listening, comprehending, and articulating, are generally successful in all other areas of life and will become leaders on the Theron Jones campus today as well as community leaders of the future.

We have a strong support system for our teachers and staff. We have two administrators, a counselor, two behavior specialists, district instructional coaches, and support from Instructional Services.

Our teachers have embraced the Phonics Program and are teaching it with fidelity. We are seeing the benefits and student growth as evidenced in our TPRI data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are not always able to fully implement with fidelity the programs and processes that are totally new to them which affects their ability to teach with fidelity and therefore impacts student achievement.

Root Cause: Teachers with zero years of experience are still attempting to perfect their craft. These novice educators are still learning the "How's" of classroom management which often takes precedence over the "How's" of instruction.

Perceptions

Perceptions Summary

Over the past several years, Theron Jones Early Literacy Center has been intentionally transforming the climate, culture, and overall perception of our campus. Our school is housed in a bright, clean, and well-maintained building that fosters an inviting and productive learning environment. The pride our community takes in our school is evident, and we are seeing increased engagement from parents and community members who are actively contributing to our students' success.

A cornerstone of our cultural transformation has been the implementation of the Leader in Me program, which we adopted during the 2015–16 school year. This initiative integrates the 7 Habits of Highly Effective People into all aspects of school life and has become an essential part of our campus identity. Teachers and staff explicitly teach these habits during Leadership Academy and embed them throughout the curriculum to support students' social-emotional learning and leadership development. Our Environmental Action Team reinforces these principles by displaying leadership quotes and positive messages throughout the campus, helping to motivate and inspire students and staff. Celebrating achievements, setting collective goals, and empowering all stakeholders to lead through participation on Staff, Parent, and Student Lighthouse Teams have been key strategies in sustaining our progress. Achieving Leader in Me Lighthouse status in 2018–19 was a significant milestone, and we continue to use feedback from our annual MRA surveys to guide continuous improvement.

Recent stakeholder surveys (2025) have affirmed the positive impact of our efforts while also highlighting opportunities for growth. Parents and staff report that students are increasingly demonstrating responsibility for their actions and emotions, prioritizing important tasks, and building positive relationships based on understanding and respect for differences. Students shared that they feel safe at school, believe their teachers like them, and feel their teachers are proud of them. Teachers expressed that they find their work meaningful and feel valued, respected, and supported. They also report having opportunities to use their strengths, pursue their passions, and grow in their professional roles.

Survey results also indicate growth in school-family partnerships. Teachers have observed that more parents are engaging as active partners in their children's learning. Community partnerships with organizations such as Heritage Church, Kohl's, the Patterson family, and Genesis PrimeCare have enriched our school through donations, volunteerism, and educational support. Moving forward, we aim to expand our network of business and community partners to provide students and families with additional resources, mentorship opportunities, and learning experiences.

Theron Jones remains committed to maintaining open and transparent communication with all stakeholders. We keep families informed of student performance, academic updates, and school activities through multiple channels, including newsletters, Facebook, Class Dojo, and the district's Blackboard system. Our school community continues to foster a strong sense of belonging—Theron Jones feels like a second family. Together, we are dedicated to ensuring that our school is a place where students, staff, and families feel valued, supported, and empowered to thrive.

Perceptions Strengths

We are a LIM Lighthouse Campus. We were recertified as a lighthouse campus during the 2024-25 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Over 25 percent of all first and second graders would prefer to stay home than to come to school.

Root Cause: Teachers need to plan engaging lessons for students in order to combat the perception that school is "boring".

Problem Statement 2: We have a lack of parental involvement and support.

Root Cause: Our parents have an overall distrust of the education system and process. We could cultivate better relationships with parents if there were more active in the school community.

Problem Statement 3: Teacher retention is an ongoing issue.

Root Cause: Teachers struggle to manage classrooms filled with students who are victims of generational poverty who have backgrounds filled with trauma and instability. Adding Instructional Aides to the first and second grade classrooms should assist with their issue.

Priority Problem Statements

Problem Statement 1: N/A

Root Cause 1:

Problem Statement 1 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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and 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: 100% of Theron Jones students will meet or exceed their individual IXL growth goals in reading and math by May 2026.

Evaluation Data Sources: IXL diagnostics (beginning, middle, and end of year)

Strategy 1 Details	Reviews			
<p>Strategy 1: All Kindergarten students will have at least one skill proficient (smart score 80) per week per subject. Strategy's Expected Result/Impact: Increase student performance in reading and math on the district and state assessments by decreasing student gaps and building grade-level and above skills. Staff Responsible for Monitoring: Principal or AP</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All 1st and 2nd grade students will have at least two skills proficient (smart score 80) per week per subject. Strategy's Expected Result/Impact: Increase student performance in reading and math on the district and state assessments by decreasing student gaps and building grade-level and above skills. Staff Responsible for Monitoring: Principal or AP</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Students will set their individual goals with their teacher based on their BOY diagnostic data. They will track IXL Smart score data each grading period.</p> <p>Strategy's Expected Result/Impact: Students will know the smart score they need to reach in order to meet their goal. Tracking each grading period will let them know if they are on track to reach their goal.</p> <p>Staff Responsible for Monitoring: Principal or AP</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the first semester, 100% of Theron Jones students will celebrate their growth by ringing the bell at least one time.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their own learning.</p> <p>Staff Responsible for Monitoring: Achieve Goals Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2026, we will create a safe environment for student learning by maintaining or decreasing the number of campus-wide discipline referrals per grading period from the previous year.





Evaluation Data Sources: Discipline data from TEAMS & Live School
 Behavior referrals
 BI documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: We will implement a social-emotional system of accountability by using emotional bank accounts as a class. Strategy's Expected Result/Impact: Inappropriate behavior will decrease because students are pouring into other emotional bank accounts instead of making withdrawals. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Consistent implementation of the district Behavior Referral Process. Strategy's Expected Result/Impact: Having teachers consistently addressing behaviors that are classroom managed will decrease behavior issues. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Behavior Support Specialists and Counselor will intervene with individual students and small groups to teach a variety of behavioral intervention strategies. The ISS Aide will teach social skills lessons while students are in recovery. Strategy's Expected Result/Impact: By using a variety of behavioral intervention strategies, students will learn to use positive behaviors to decrease negative behaviors. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Admin will meet the Behavior Support Specialists once a grading period to review discipline data to look for trends and create plans to intervene as needed. Strategy's Expected Result/Impact: This will decrease the need for reactive intervention. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will use "Live School" as a token economy to motivate students to make positive leadership choices. They will be able to cash in their points at the Leadership Store.</p> <p>Strategy's Expected Result/Impact: This will help to increase positive choices and decrease behavior referrals. This will also help our 2nd grade students with the transition to 3rd by using the same system as Westlawn.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Live School program - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 May 2026, we will provide innovative opportunities for our students to sharpen their leadership skills.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in LIM lessons and team building opportunities provided in our Leadership Academy. Strategy's Expected Result/Impact: Students will learn to work with others while applying the 7 Habits. Staff Responsible for Monitoring: Shared Leadership Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have opportunities to articulate their academic and leadership growth by sharing their Leadership Notebooks in a variety of situations (student-led conferences, Adult chats, and Leadership Day). Strategy's Expected Result/Impact: Students will build their confidence and learn to take personal responsibility for their own academic progress. Staff Responsible for Monitoring: Achieving Goals Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will implement Enrichment Clusters to give our students the opportunity to explore a variety of hobbies and careers based on their interests. Strategy's Expected Result/Impact: Students will learn new skill sets. Staff Responsible for Monitoring: Achieve Goals Facilitator Funding Sources: Purchase consumable and non-consumable items for clusters. - 211 - Title I, Part A - \$500</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 the end of the 2025-26 contracted school year, we will retain 78% of our core teachers. This will allow us to provide a high quality education for our students.

Evaluation Data Sources: Retention data
Renewed teacher contracts
Resignation letters

Strategy 1 Details	Reviews			
<p>Strategy 1: We will host a New Teacher Support Group, that will meet at least once a grading period. New teachers will receive support in needed areas such as campus/district expectations, curriculum, student behavior, LIM, etc. Attendance is mandatory.</p> <p>Strategy's Expected Result/Impact: The support provided to the new teachers will increase their confidence, build their capacity and their appreciation for the campus.</p> <p>Staff Responsible for Monitoring: Adult Learning and Modeling Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In order to maintain a "Family Culture" that provides support and encouragement, we will plan three after work activities . We will also provide appreciation gifts and sentiments according to the district celebration calendar.</p> <p>Strategy's Expected Result/Impact: These efforts will help staff feel like they are a part of a family/team.</p> <p>Staff Responsible for Monitoring: Leadership Environment Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will utilize an instructional aide to provide support to our new 1st and 2nd grade teachers during key instructional times to lower the adult/student ratio.</p> <p>Strategy's Expected Result/Impact: This will allow for increased student success due to additional adult assistance and teachers will feel supported.</p> <p>Staff Responsible for Monitoring: Principal or Assistant Principal</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 2: By May 2026, we will increase instructional capacity in our teaching staff.

Evaluation Data Sources: Informal Observations
Walkthroughs
T-TESS Evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide all new teachers a campus mentor, who will check in with them weekly. Strategy's Expected Result/Impact: New teachers will have a go-to person and will feel supported. Staff Responsible for Monitoring: Principal or Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive regular walkthroughs with immediate feedback. Strategy's Expected Result/Impact: Growth in instructional practices. Staff Responsible for Monitoring: Principal or Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in Learning Walks, providing opportunities to learn from their co-workers. Strategy's Expected Result/Impact: Growth in instructional practices. Staff Responsible for Monitoring: Principal or Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate weekly in collaborative team meetings to internalize lessons, analyze data from CFA's, informal and formal assessments; to make informed discussions for reteaching and WIN/RTI instruction. Strategy's Expected Result/Impact: Increase teacher's knowledge of analyzing and using data to inform instruction. Increased student performance. Staff Responsible for Monitoring: Principal of Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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: Theron Jones will increase community/parent involvement by providing opportunities for them to engage with the school.

Evaluation Data Sources: Sign-in sheets, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: We will hold at least two parent workshops by May 2026. Strategy's Expected Result/Impact: Parents will visit the school to receive information and resources that will help them support their students/family/themselves. Staff Responsible for Monitoring: Adult Learning Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will create a Parent Lighthouse Team in conjunction with the Student Lighthouse Team to give parent voice/input into some of our school matters. They will meet at least once per semester. Strategy's Expected Result/Impact: This will empower parents to use their voice to help shape the school. Staff Responsible for Monitoring: Adult Learning or Growing Leaders Facilitators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Theron Jones will host at least five events to bring parents, families and community members onto the campus. Strategy's Expected Result/Impact: Strengthen home/school/community relationships Staff Responsible for Monitoring: Leadership Environment Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Theron Jones' Student Lighthouse Team will organize service learning projects to assist with a community-wide need. Strategy's Expected Result/Impact: Students will learn the importance of support the needs of the community. Staff Responsible for Monitoring: Growing Leaders Facilitators</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: We will have a daily attendance rate of 93% or above for the 2025-26 school year.

Evaluation Data Sources: Record of phone calls home when students are absent





Attendance score board

Daily tracker for attendance

Grade level incentives

Individual incentives

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor and act on the attendance trends by making phone calls, sending letters home, and parent meetings with principals when students reach a certain number of unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increased student attendance will increase student's academic performance.</p> <p>Staff Responsible for Monitoring: Principal</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: We will provide individual and class incentives for the highest attendance each grading period.</p> <p>Strategy's Expected Result/Impact: Increased student attendance will increase student's academic performance.</p> <p>Staff Responsible for Monitoring: Principal</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: Students who are in class each day by 7:50, "Beat the Bell" and will have a chance to win a treat from the office.</p> <p>Strategy's Expected Result/Impact: Increased student attendance will increase student's academic performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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>				

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Live School program		\$3,000.00
2	2	3	Purchase consumable and non-consumable items for clusters.		\$500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$8,525.00
+/- Difference					\$5,025.00
Grand Total Budgeted					\$8,525.00
Grand Total Spent					\$3,500.00
+/- Difference					\$5,025.00

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)

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	Ben Renner	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 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. 	Education Code 33.005	Jami Renner Sherry Nelson	Board Policy BQ (H), FFEA(H)