

Texarkana Independent School District

Digital Academy of Texas

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Digital Academy of Texas is entering its 3rd school year and serves students in grades 3-12. In 22-23 and 23-24, 60% of enrolled students were enrolled in grades 9-12.

	22-23	23-24
5th grade	8%	4%
6th grade	4%	9%
7th grade	9%	6%
8th grade	19%	21%
9th grade	11%	13%
10th grade	16%	14%
11th grade	19%	18%
12th grade	15%	15%
Total No. Students	227	411

Numbers below are snapshot numbers for 22-23 and 23-24.

	22-23	23-24
African-American	13%	10%
Hispanic	37%	38%

White	45%	43%
Two or More	4%	6%
Asian	1%	2%

	22-23	23-24
Male	37%	39%
Female	63%	61%

Participation in special programs have remained steady aside from the increase in students identified as Emergent Bilingual at snapshot.

	22-23	23-24
Emergent Bilingual	0%	7%
Dyslexia	4%	4%
Sped	7%	7%
504	8%	9%
GT	7%	6%

	22-23	23-24
Eco Dis	58%	55%

DATX began the year with 12 full-time core content teachers and 2 at-risk teachers. At the end of the year, there were 3 at-risk teachers. Electives and CTE teachers were shared teachers with another school.

- We had 12 female teachers and 2 male teachers
- We have a diverse staff including White, Black/African-America, Hispanic, Asian, and Pacific-Islander race/ethnic groups represented
- Our teachers have a breadth of experience with an average of 11 years of teaching experience at the High School level, and 18 years of experience at the Middle School level

Enrollment in Dual Credit courses increased from 0 enrollments in 22-23 to 8 in the fall of 2023 and 5 in the spring of 2024.

AP Course Enrollment

- Fall 2023: 52
 - Semester-only AP courses, such as AP Government, were only offered in the fall
- Spring 2023: 34

For 23-24, seniors included students in both cohort 2024 and cohort 2025, and 97% of seniors graduated. Only 2 students did not graduate with an endorsement.

- 7% of seniors graduated a semester early in December
- 10% of seniors graduated a year ahead of their cohort
- 95% of Cohort 2024 graduated on cohort

Demographics Strengths

We have a diverse student body that has representatives from across the state. We have a diverse teaching staff who is committed to challenging our students and maintaining high rigor while also providing that real-world connection for students. We have a high percentage of students who graduated early while still graduating with endorsements.

Student Learning

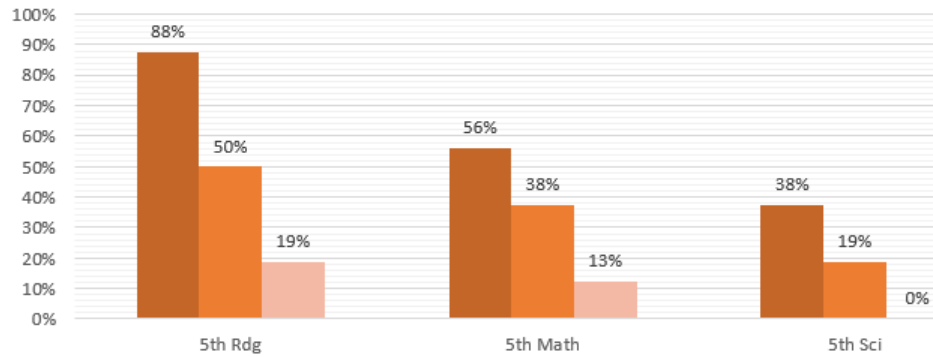
Student Learning Summary

Students must meet enrollment criteria for STAAR tests. However, 2023 STAAR scores were not released until August 2023; therefore, students who enrolled during the 2023-2024 school year were enrolled based on 2023 scores. This resulted in an increase in the number of students who required HB4545/HB1416 instruction time during the school year. For 2024-2025, 2024 STAAR scores will be used for entrance criteria.

STAAR data for 2024 is projected data.

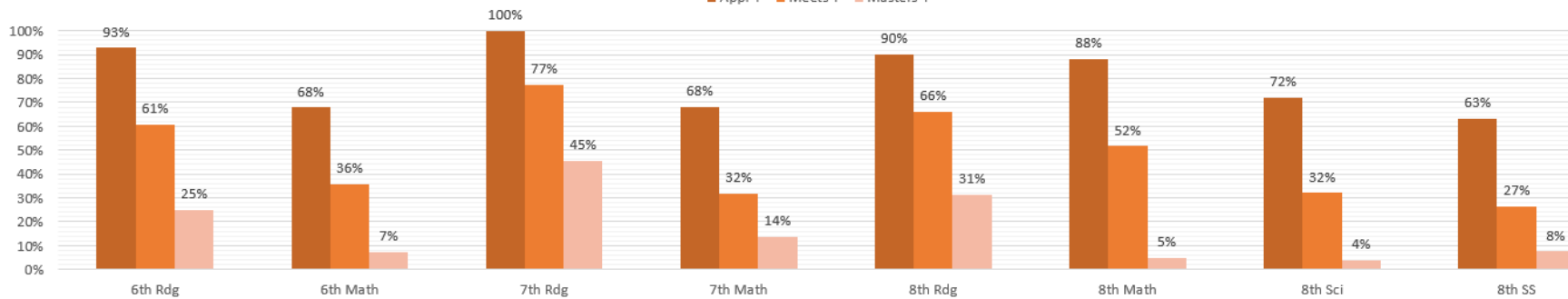
Spring 2024 5th Grade

■ Appr + ■ Meets + ■ Masters +

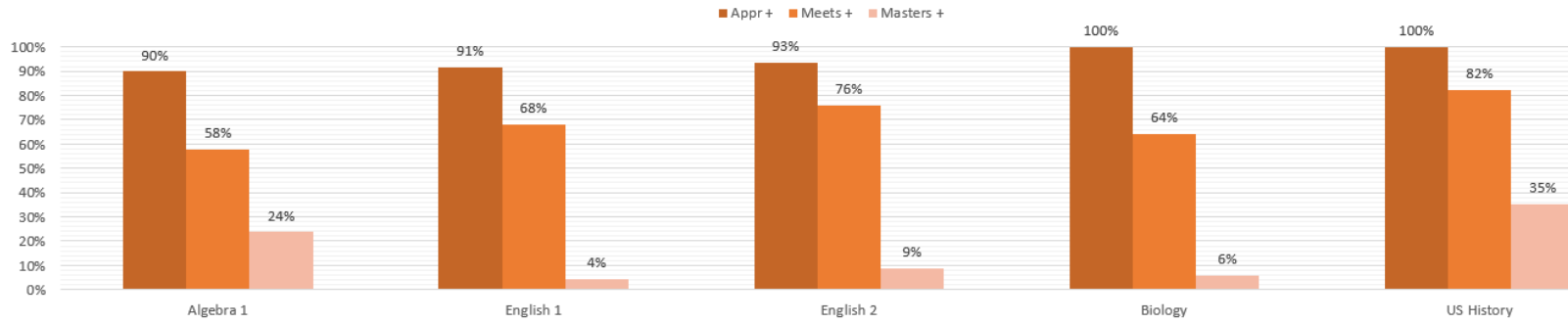


Performance by Test 6-8

■ Appr + ■ Meets + ■ Masters +

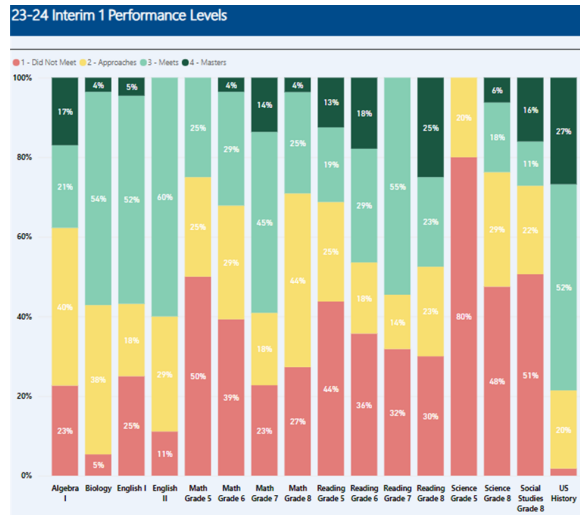


Performance by Test EOC



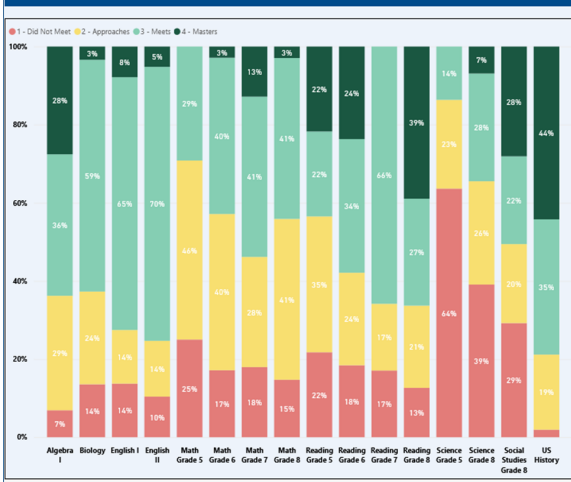
Note: Algebra I data includes **projected** SAT/ACT performance for Accelerated Testers.

Interim I:



Interim 2:

23-24 Interim 2 Performance Levels



2023 v 2024 comparison for Spring STAAR administration

Subject	2023	23 Diff	2023	23 Diff
5th Reading				
Appr +	93%	14	76%	▲ 17%
Meets +	53%	8	40%	▲ 13%
Masters	20%	3	12%	▲ 8%
5th Math				
Appr +	60%	9	64%	▼ -4%
Meets +	40%	6	28%	▲ 12%
Masters	13%	2	0%	▲ 13%
6th Reading				
Appr +	93%	26	88%	▲ 5%
Meets +	61%	17	56%	▲ 5%
Masters	25%	7	31%	▼ -6%
6th Math				
Appr +	68%	19	94%	▼ -26%
Meets +	36%	10	38%	▼ -2%
Masters	7%	2	13%	▼ -6%
7th Reading				
Appr +	100%	22	94%	▲ 6%
Meets +	77%	17	71%	▲ 6%
Masters	45%	10	40%	▲ 5%
7th Math				
Appr +	68%	15	83%	▼ -15%
Meets +	32%	7	33%	▼ -1%
Masters	14%	3	8%	▲ 6%
8th Reading				
Appr +	95%	72	93%	▲ 2%
Meets +	70%	53	61%	▲ 9%
Masters	33%	25	28%	▲ 5%
8th Math				
Appr +	95%	53	78%	▲ 17%
Meets +	55%	31	20%	▲ 35%
Masters	5%	3	4%	▲ 1%

5th Science				2023 23 Diff				8th SS				2023 23 Diff			
Appr +	33%	5		52%		-19%		Appr +	68%	50		60%		8%	
Meets +	13%	2		12%		1%		Meets +	28%	21		9%		19%	
Masters	0%	0		0%		0%		Masters	8%	6		3%		5%	

8th Science				2023 23 Diff			
Appr +	73%	55		70%		3%	
Meets +	33%	25		35%		-2%	
Masters	4%	3		6%		-2%	

English 2			Algebra I			Biology			US History		
Appr +	41	95%	Appr +	50	93%	Appr +	51	100%	Appr +	56	100%
Meets +	34	79%	Meets +	33	61%	Meets +	33	65%	Meets +	46	82%
Masters	4	9%	Masters	13	24%	Masters	3	6%	Masters	20	36%

	Diff	Interim 2		Diff	Interim 2		Diff	Interim 2		Diff	Interim 2
Appr +	0%	95%	Appr +	0%	93%	Appr +	15%	85%	Appr +	3%	97%
Meets +	6%	73%	Meets +	-8%	69%	Meets +	0%	65%	Meets +	-2%	84%
Masters	4%	5%	Masters	-9%	33%	Masters	3%	3%	Masters	-16%	52%

Reading Growth: Of the 6 students who needed HB1416 instruction and tested during the spring administration, 67% passed their RLA test in 2024.

Red = 0 pts
Blue = 0.5 pts
Green = 1 pt

	Low Does Not Meet GL 1	High Does Not Meet GL 6	Low Approaches GL 19	High Approaches GL 35	Meets GL 109	Masters GL 51
Low Does Not Meet GL 1	0 [Group 36]	0 [Group 38]	1 [Group 24]	0 [Group 20]	0 [Group 22]	0 [Group 21]
High Does Not Meet GL 5	0 [Group 30]	2 [Group 28]	2 [Group 29]	1 [Group 27]	0 [Group 26]	0 [Group 25]
Low Approaches GL 13	1 [Group 24]	1 [Group 22]	3 [Group 22]	6 [Group 21]	2 [Group 20]	0 [Group 19]
High Approaches GL 38	0 [Group 10]	3 [Group 17]	5 [Group 16]	11 [Group 15]	18 [Group 14]	1 [Group 13]
Meets GL 102	0 [Group 16]	0 [Group 11]	8 [Group 10]	15 [Group 9]	63 [Group 9]	17 [Group 7]
Masters GL 61	0 [Group 6]	0 [Group 5]	0 [Group 4]	2 [Group 3]	26 [Group 2]	33 [Group 1]

Academic Growth Summary		Transition Category	# of Tests	% of Total
		Red	62	28
		Blue	16	7
		Green	145	65

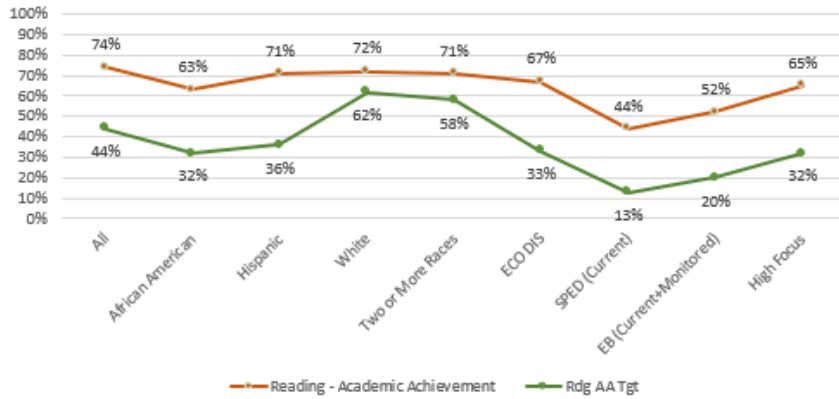
Annual Growth Points Earned	153.0
Accelerated Learning Bonus Points Earned	1.0
Total RLA Growth Points	154.0
Maximum RLA Points	223
Overall RLA Growth %	69.1%

Math Growth: Of the 16 students who needed HB1416 instruction and tested during the spring administration, 56% passed their math STAAR..

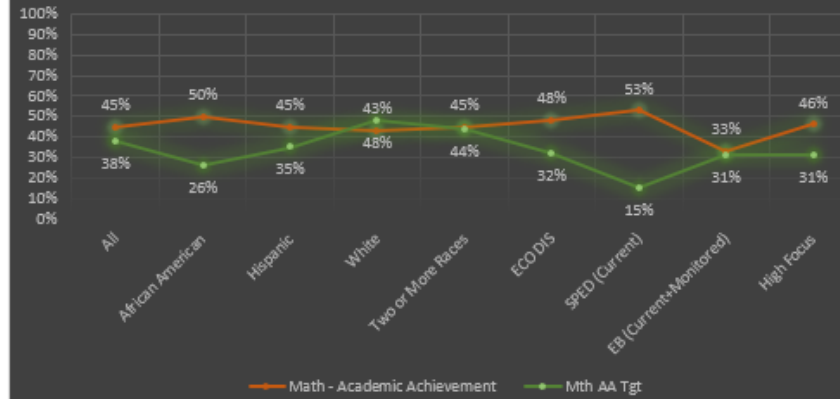
		Spring 2024					
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
		8	19	17	37	62	24
STAAR - Spring 2023	Low Does Not Meet GL 3	0 [Group 26]	2 [Group 35]	0 [Group 24]	1 [Group 33]	0 [Group 32]	0 [Group 31]
	High Does Not Meet GL 13	3 [Group 20]	2 [Group 29]	0 [Group 21]	6 [Group 27]	2 [Group 21]	0 [Group 25]
	Low Approaches GL 34	2 [Group 24]	6 [Group 22]	7 [Group 22]	10 [Group 21]	8 [Group 21]	1 [Group 19]
	High Approaches GL 39	2 [Group 16]	6 [Group 17]	5 [Group 16]	8 [Group 15]	18 [Group 14]	0 [Group 13]
	Meets GL 55	1 [Group 12]	3 [Group 11]	5 [Group 10]	10 [Group 9]	26 [Group 1]	10 [Group 7]
	Masters GL 23	0 [Group 6]	0 [Group 5]	0 [Group 4]	2 [Group 3]	8 [Group 2]	13 [Group 1]
		Academic Growth Summary		Transition Category	# of Tests	% of Total	
				Red	53	31	
				Blue	17	10	
				Green	99	59	
				Annual Growth Points Earned	107.5		
				Accelerated Learning Bonus Points Earned	2.25		
				Total MTH Growth Points	109.75		
				Maximum MTH Points	169		
				Overall MTH Growth %	64.9%		

Domain 3 Projected Data:

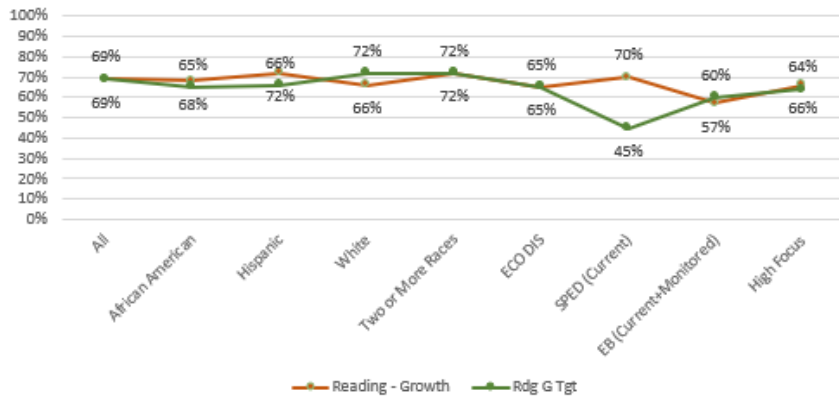
Reading Academic Achievement by Student Group



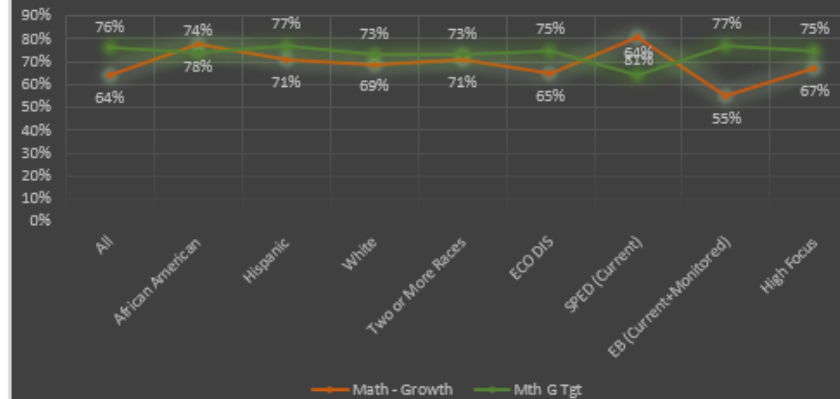
Math Academic Achievement by Student Group



Reading Growth by Student Group



Math Growth by Student Group



The distribution of scores for TELPAS indicate Speaking is the lowest performing. The 0 scores indicate students who did not test. Writing also has multiple students at Intermediate.

Listening		Speaking	
0	2	0	2
2	3	1	3
3	11	2	14
4	17	3	9
Grand Total	33	4	5
		Grand Total	33
Writing		Reading	
0	2	0	2
2	13	2	5
3	11	3	10
4	7	4	16
Grand Total	33	Grand Total	33

CCMR greatly improved from 48% meeting CCMR for class 2023. For the class of 2023, 100% of seniors were new students. For 2024, roughly half of graduates were new students.

		Needed	Remaining
D	51%	30	-10
C	64%	38	-2
B	78%	46	6
A	88%	52	12

Met	40	67.8%
Met TSIA ELA Only	20	33.9%
Met TSIA Math Only	5	8.5%
Dual Credit	6	10.2%
IBC	13	22.0%

Only one student took an AP test, a freshman taking AP Human Geography.

Student Learning Strengths

Students did well with reading in grades 5-8, with more than 50% of students score at Meets or higher. In general, students in both math and ELAR hit targets in most student groups for Academic Achievement in Domain 3.

For college entrance tests, students are meeting ELAR requirements at a higher rate than math. Students who met IBC requirements also improved from the prior year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 13% of students scored in the Does Not Meet performance level on STAAR testing.

Root Cause: Students need more practice with the content to gain mastery.

Problem Statement 2 (Prioritized): 68% of students are projected to meet CCMR in 23-24

Root Cause: Targeted pushes for CCMR opportunities did not begin happening until January.

Problem Statement 3: More students are meeting TSI benchmarks in ELAR than they are in Math.

Root Cause: Students do not receive cumulative instruction in Geometry, Algebra I, and Algebra II while reading and writing are consistently taught in all ELAR courses.

Problem Statement 4: Speaking portion of TELPAS reflected low performance last year.

Root Cause: Students did not have as many opportunities to speak as they do for listening, reading, and writing.

Problem Statement 5 (Prioritized): Very few students were enrolled in Dual Credit courses.

Root Cause: Students were not provided with information in a timely manner to register for DC courses.

Problem Statement 6: Only 11% of students reached the Masters performance level for STAAR and STAAR EOC.

Root Cause: Students were not challenged enough.

Problem Statement 7 (Prioritized): 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests.

Root Cause: Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

School Processes & Programs

School Processes & Programs Summary

All of our teachers are provided with an online course that encompasses all of the TEKS for their course. The curriculum is approved through the VSN to meet requirements for TEA. The lessons and assignments within the course are designed so that a student could work through them independently and are available for teachers to use as a supplement to their live class sessions. Our courses encompass a variety of learning experiences including close reading, annotation, graphing, essay writing, project based learning, and student-choice assessments. Teachers are trained on and expected to plan using the STRIDE instructional framework: Start, Target, Relate, Instruct, Deepen, and Exit. This should be the core structure of our online class sessions. DATX also uses programs such as Progress Learning for supplemental instruction and practice, as well as the Texas Formative Assessment Resource for assignment and assessment creation.

Teachers begin the year with professional development for implementation of school initiatives and training for new programs. They received Depth & Complexity training to better support GT students. Teachers have access to professional development modules at any time through Stride PD, which was rolled out in January 2024. Staff also have resources for training on using systems through K12 training.

Students: During orientation week, students learn about DATX, our vision and values, and focus on their learning styles and strengths.

- 97% of students spoke with a teacher who completed a Connection Call to welcome back to school and start getting to know the student. The purpose is to establish a connection with the Homeroom Teacher so the student will know who to contact for help.
- 100% of students logged in within the first 3 days of their school start date. Some had technical issues that prevented the login on the first day.
- 96% of students completed their orientation course activities that helped prepare them for the school year.

The K12Zone was implemented at the beginning of the school year and allowed students time to socialize within grade bands (5-6, 7-8, and 9-12). Activities were held in the K12Zone toward the end of the year, and there were Pep Rallies held in Newrow in the spring. The student Lighthouse Team also held STAAR test anxiety support groups where students could get to know each other and talk through their concerns about testing.

Students in special programs are receiving support through both a case manager, the gen ed staff, and the counselor. Students in special Education have extra sessions with their case manager for additional tutoring and help teachers with implementing accommodations. If students require related services, qualified contractors are sent to the student to receive services as needed. If additional equipment is required, such as equipment to enlarge the screen for visual impairments, it is sent to the student. Students served by 504 have case managers that meet with them to help keep them on track and who work with teachers to support them. Students who are Emergent Bilingual also have access to Summit K12 curriculum to support reading, writing, listening, and speaking in addition to ELPS and strategies embedded into class.

Learning Coaches: with each new cohort, we have provided a learning coach orientation. We also have a Learning Coach Community where coaches can connect, ask questions, or get support.

School Processes & Programs Strengths

We have had strong performance in our Strong Start metrics. Students logged in quickly and knew what to do initially. They started off in the K12Zone during orientation so they could make connections with students.

Teachers have access both to PD assigned based on campus needs and also through choice of their own.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 68% of students are projected to meet CCMR in 23-24

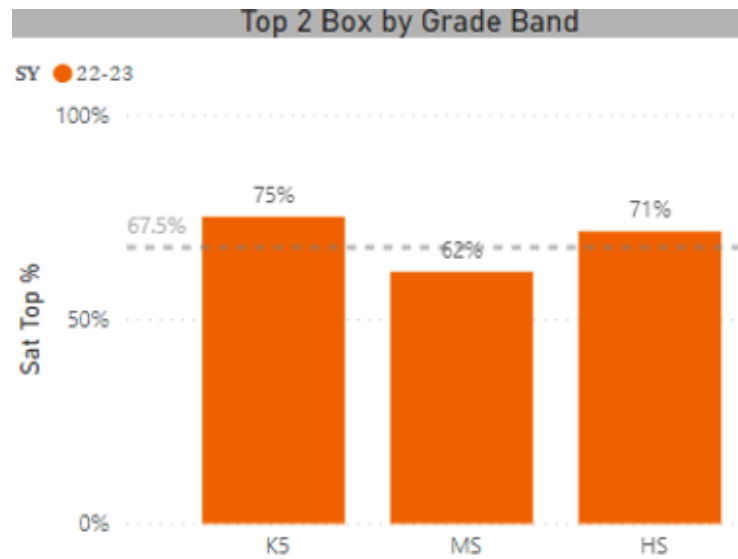
Root Cause: Targeted pushes for CCMR opportunities did not begin happening until January.

Perceptions

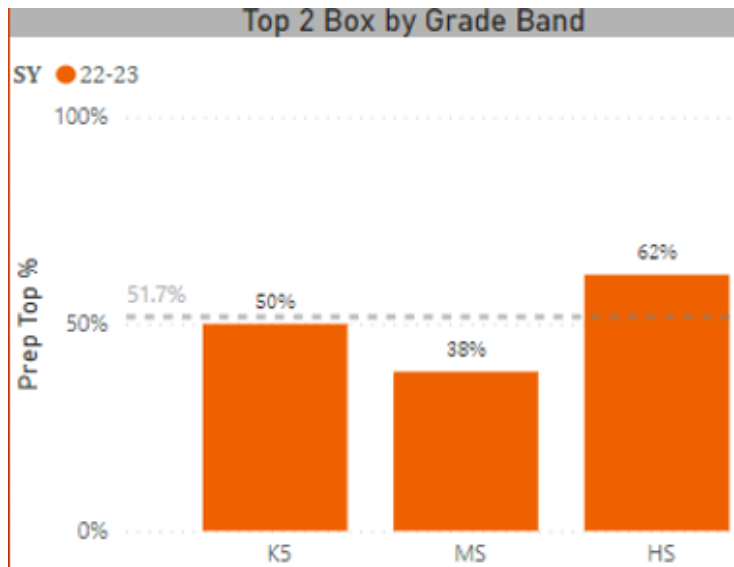
Perceptions Summary

Upon completion of our enrollment and orientation process, families are given a survey seeking feedback on their experience. At this time, we did not have any open-ended comments or feedback, and had data for two questions regarding satisfaction and preparation.

How satisfied are you with your current school experience?



How well prepared for school do you feel at this point?



Prior to a student starting within our program, they complete 3 days of orientation and onboarding that encompasses live sessions presenting our systems, completion of an orientation course that teaches how to navigate their courses, as well as activities designed to identify their learning styles and strengths. Prior to the 3 days of student orientation, our learning coaches are provided with their own orientation. We also provide open office hours during that first week to answer any questions and provide technical support. 95% of our students attend orientation with 93% completing the online orientation course.

Perceptions Strengths

Over 90% of our students are successfully meeting all of our strong start metrics including completion of the welcome call, attendance to orientation, completion of the introduction to online learning course, and logging in within the first three days of enrollment. We also have an average attendance rate of 87% placing us in the top 5 Stride powered schools in the nation. It is important to us that students are prepared for success in their classes and ready to start participating as soon as their onboarding is complete.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel connected to their school.

Root Cause: There were minimal options for students to connect in clubs or other social gatherings.

Priority Problem Statements

Problem Statement 1: 68% of students are projected to meet CCMR in 23-24

Root Cause 1: Targeted pushes for CCMR opportunities did not begin happening until January.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: 13% of students scored in the Does Not Meet performance level on STAAR testing.

Root Cause 2: Students need more practice with the content to gain mastery.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: Very few students were enrolled in Dual Credit courses.

Root Cause 3: Students were not provided with information in a timely manner to register for DC courses.

Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: Students do not feel connected to their school.

Root Cause 4: There were minimal options for students to connect in clubs or other social gatherings.

Problem Statement 4 Areas: School Culture and Climate - Perceptions

Problem Statement 5: 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests.

Root Cause 5: Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment - 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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- State-developed online interim assessments

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
- Section 504 data
- Dual-credit and/or college prep course completion data

Employee Data

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

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 an individualized education.

Performance Objective 1: By June 2026, 70% of all students will meet or exceed expected growth for grades 4-8 STAAR RLA, SLA, English 1 and English 2 EOC.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: 80% of students will engage with teacher tutorials and IXL practice to support mastery on a monthly basis. Strategy's Expected Result/Impact: 80% of students will engage with teacher tutorials and IXL practice Staff Responsible for Monitoring: Teachers, principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: At-Risk students who are not mastering skills or did not meet standard on the prior year STAAR will meet weekly with at-risk teachers for small group instruction earning bonus points for 4 students (20%). Strategy's Expected Result/Impact: Students will grow on their end of year STAAR exam Staff Responsible for Monitoring: teachers, at-risk teachers, principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 80% of students will track their growth in their Student Leadership Portfolio monthly. Strategy's Expected Result/Impact: 80% of students will complete their WIG trackers Staff Responsible for Monitoring: homeroom teachers	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: All students will be monitored through IXL LevelUp screeners and interim assessments to create groups for teacher tutorials.</p> <p>Strategy's Expected Result/Impact: Students will grow on their end of year STAAR scores</p> <p>Staff Responsible for Monitoring: core content teachers, principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 an individualized education.

Performance Objective 2: By June 2025, 75% of all students will meet or exceed expected growth for grades 4-8 STAAR Mathematics and Algebra I EOC.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: 80% of students will engage with teacher tutorials and IXL practice to support mastery on a monthly basis. Strategy's Expected Result/Impact: 80% of students will participate in tutorials and IXL practice Staff Responsible for Monitoring: Teachers, principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: At-Risk students who are not mastering skills or did not meet standard on the prior year STAAR will meet weekly with at-risk teachers for small group instruction earning bonus points for 11 students (20%). Strategy's Expected Result/Impact: Students will meet or exceed growth on STAAR and show growth in interim assessments. Staff Responsible for Monitoring: teachers, at-risk teachers, principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Improve Math growth by reducing the number of students who decreased in performance level by 10% from 51% to 41% through the use of IXL practice, teacher tutorials, and small group instruction.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 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 an individualized education.

Performance Objective 3: By March 2026 , 100% of juniors and seniors will have received counseling on CCMR options with an identified path that supports their 3E's.

High Priority

Evaluation Data Sources: Counselor conference notes, 3E data





Strategy 1 Details	Reviews			
<p>Strategy 1: By May 2026, 90% of juniors and seniors will complete a conference with their counselor. Strategy's Expected Result/Impact: Students and learning coaches will understand all of their options under CCMR for post-high school planning. Staff Responsible for Monitoring: School principal, counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will host monthly events with a focus on college, career, and military readiness with 70% attendance for juniors and seniors. Strategy's Expected Result/Impact: Students will identify their post-secondary path Staff Responsible for Monitoring: School principal, counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will discuss education, employment, and enlistment (3E) options and provide resources to students to pursue their interest partnering with C&CP to advertise Industry chats, connect to resources, and by utilizing the Counselor Corner space in Canvas. Strategy's Expected Result/Impact: Canvas courses for counselors will include information and updates Staff Responsible for Monitoring: counselors, principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 an individualized education.

Performance Objective 4: By May 2025, increase the number of seniors and juniors who meet a college-ready CCMR requirement by 10%.

High Priority





Evaluation Data Sources: college entrance test scores, dual credit grades, AP test scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Students on track to complete the TSIA2 will receive additional small group support and study materials to prepare for the exam. Strategy's Expected Result/Impact: Identified students will have access to materials in IXL and live session support Staff Responsible for Monitoring: counselor, principal, teachers, career & college prep administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students on track to complete the ACT will receive additional small group support and study materials to prepare for the exam. Strategy's Expected Result/Impact: Identified students will have access to materials in IXL and live session support Staff Responsible for Monitoring: counselor, principal, teachers, career & college prep administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By May 2025, increase College and Career Prep student attainment of industry-based certifications by 5% within their chosen program of study. Strategy's Expected Result/Impact: Students will be college, career, and military ready</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 an individualized education.

Performance Objective 5: Teachers will utilize Proficiency Scales to support individualized student learning.





Evaluation Data Sources: SFS course reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Each semester, 100% of students will reflect over their progress on mastery of the covered proficiency scale TEKS.</p> <p>Strategy's Expected Result/Impact: Students will have ownership of their learning and growth</p> <p>Staff Responsible for Monitoring: core content teachers, principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 75% of students will achieve a level 3 or 4 on their end of unit proficiency scale assessment.</p> <p>Strategy's Expected Result/Impact: Students will be prepared for mastery on the STAAR and EOC exams</p> <p>Staff Responsible for Monitoring: core content teachers, principal</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: Students will create a WIG related to Math or ELA performance with 80% completing their WIG tracking throughout the school year in their Student Leadership Portfolio.





Evaluation Data Sources: ClassKick, homeroom walk throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: 75% of students will attend LEAD time daily to receive support in completing their Student Leadership Portfolio.</p> <p>Strategy's Expected Result/Impact: Students will use LIM strategies to stay on track in courses and plan post-secondary paths.</p> <p>Staff Responsible for Monitoring: School principal, counselor, homeroom teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 50% of students will prepare for and lead a student-led conference in May 2026.</p> <p>Strategy's Expected Result/Impact: Students will share their learning with the learning coach and see how far they have come in the year</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: Counselors will create materials using LIM principles tailored for social and emotional related support and provide to all DATX students through courses and groups .





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will learn about groups in LEAD time and will be able to sign up throughout the year. The groups will also be posted in our weekly newsletter.</p> <p>Strategy's Expected Result/Impact: Students will have support for their overall wellbeing</p> <p>Staff Responsible for Monitoring: counselors, principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be referred for groups through the MTSS process and monitored for success by the MTSS Coordinator.</p> <p>Strategy's Expected Result/Impact: Students will be prepared and supported to be successful</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 3: Teachers will utilize the skills learned in PD to support student voice and choice in the classroom with 50% of informal observations including one of the strategies.

Evaluation Data Sources: SFS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive professional development monthly with different strategies to engage students and deepen their learning through voice and choice.</p> <p>Strategy's Expected Result/Impact: Students will own their learning and be engaged in tracking growth</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 4: The Student Lighthouse Team and National Honor Society will lead two main projects on campus by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Student leaders will create weekly announcements that will be shared with all students during LEAD time.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Student leaders will create First Chapter Friday recordings to be shared out in Canvas homeroom classrooms.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Student leaders will meet monthly with sponsors giving input and leadership to campus activities.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 1: By June 2026, all student groups will show academic improvement through targeted professional development that supports effective curriculum delivery.


Evaluation Data Sources: PD sessions, student EOC performance, Interim assessment data, Standards for Success ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly mini-PD sessions will be given based upon trends in data and feedback from teachers that are aligned with the monthly focus area for informal observations and PLC meetings.</p> <p>Strategy's Expected Result/Impact: Students will receive instruction that is responsive to their instructional needs.</p> <p>Staff Responsible for Monitoring: School principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaborate with their PLC teams to fully integrate CER in ELA/SS/Science, and instructional strategies that promote deeper problem-solving in Math. PLC teams will also focus on standards mapping and review of small group performance data.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will collaborate with their PLC teams to fully integrate Eureka Math into grades 5-8 discussing data and trends in student performance.</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: 100% of teachers will identify and track their progress towards meeting a professional WIG related to their classroom practice.

Evaluation Data Sources: Course passing rates and attendance

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will complete monthly reflections during DDI discussions with administration regarding their WIG. Strategy's Expected Result/Impact: Improved attendance/engagement and improved course grades Staff Responsible for Monitoring: at-risk engagement specialist, MTSS coordinator, principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will complete a scoreboard and share their WIG with their content team during PLC time. Strategy's Expected Result/Impact: Identification of students who need additional support staff will improve achievement and engagement. Staff Responsible for Monitoring: MTSS Coordinator, principal	Formative			Summative
	Dec	Feb	Apr	June
				

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: By June 2026, at-risk students will be evaluated for targeted support, both academic and social-emotional, and have additional support staff assigned if needed.

Strategy 1 Details	Reviews			
Strategy 1: At-Risk Engagement Specialists will meet monthly at minimum with students and monitor their grades and attendance.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MTSS Coordinator will use at-risk data to monitor student engagement behaviors and host monthly meetings to review referred students.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By June 2026, DATX will improve the MRA score in Family and Community Engagement by 3%.





Evaluation Data Sources: MRA score results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will host a virtual curriculum night once per semester reviewing the content that will be taught and tools to support student learning. Strategy's Expected Result/Impact: Learning coaches will be prepared to support their student Staff Responsible for Monitoring: School principal, community engagement specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Community Engagement Specialist will plan and deliver quarterly events such as Coffee with the Principal. Strategy's Expected Result/Impact: Learning coaches will connect with each other to build community and students will have a sense of belonging in the school. Staff Responsible for Monitoring: School principal, Career Learning Manager</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Community Engagement Specialist will provide monthly activities via social media that will be shared with Learning Coaches and highlighted for students to engage them with our campus community.</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: By June 2026, DATX will increase the School and Family Partnership score by 2%.

Evaluation Data Sources: Class connect reports, student feedback surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: DATX will provide monthly activities that Learning Coaches can complete with their student in the Learning Coach Community and Learning Coach classroom in Canvas to further develop their Leader in Me habits forming stronger partnerships with families.</p> <p>Strategy's Expected Result/Impact: Students will improve leadership skills and learn how to serve their school community.</p> <p>Staff Responsible for Monitoring: Lighthouse coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2026, one counselor will be certified in The 7 Habits of Highly Effective Families.</p> <p>Staff Responsible for Monitoring: principal</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 3: By June 2026, 70% of students will participate in one of the monthly opportunities to build community and student exploration of interests through engagement in the K12 Zone, Workshop, and club offerings.

Strategy 1 Details	Reviews			
Strategy 1: Students will have the opportunity to join socialization opportunities, such as student-led clubs and mentorship groups during campus LEAD time.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly workshops will be held related to a variety of student interests that will be advertised on our website, newsletter, and during announcements in LEAD time.	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>				

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)