

Texarkana Independent School District

District Improvement Plan

2019-2020



Texarkana
Independent School District

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Profile

Texarkana ISD is a dynamic urban school district located in the Northeast corner of Texas. The district encompasses an area of 34 square miles and shares a border with Texarkana, Arkansas public schools. The majority of the city of Texarkana, Texas lies within the TISD boundaries, along with the cities of Wake Village and Nash, Texas. The Texas Education Agency classifies the Texarkana community as an “independent town”. Texarkana ISD has grown to become the largest district in Bowie County and the largest district served by the Region VIII Education Service Center.

Parent and Stakeholder Data

According to the US Census Bureau, the population of Texarkana, TX in 2018 was 37,295. The median income for Texarkana in 2017 was \$40,229 with 24.9% of residents living in poverty. White at 56.2%, African American at 36.7%, and Hispanic at 8.3% are the largest populations by race/ethnicity in the city of Texarkana, Texas. 58.1% of residents in the city of Texarkana, TX have completed some college and/or have gone on to earn advanced degrees, while the other 42% have a high school diploma/GED or lower level of education.

Student Data

With a combined enrollment of 7,174 during the 2018-2019 school year, Texarkana ISD is proud of its diverse population of students. 45% of the student body is comprised of African Americans, 15% - Hispanic, 33% - White, and 7% - two or more races, American Indian, Asian, and Pacific Islander. 69.5% of the students come from economically disadvantaged homes and 7.8% are English Language Learners. The diversity of our teaching staff does not match the diversity of our students. While 45% of our students are African American, only 15.9% of teachers in TISD are African American. White teachers make up the largest group of teachers in TISD at 76.6%. Only 6.4% of TISD teachers identified as Hispanic, which is an underrepresentation of our Hispanic student population. The African American student population on our most at-risk campuses (Dunbar, Theron Jones, and Westlawn) averages 83% while the percentage of African American teachers on the same campuses averages only 30% while the percentage of white teachers is 67%.

Students are involved in many educational programs across the district and Texarkana ISD strives to provide a quality education for all students. The 2017-2018 Texas Academic Performance Report indicates the Bilingual program serves 6.9% of TISD students with 3.4% of TISD teachers; 24.2% of students participate in Career and Technical Education courses; 5.5% of TISD students are served in Gifted and Talented; and 9% of students are in Special Education and served by 6.1% of district teachers.

Teacher Data

With approximately 46.8% of the students considered at-risk, Texarkana ISD places a huge priority on recruiting and retaining the highest quality classroom teachers to serve students at all campuses. The average years of experience for classroom teachers is 10.8 years, which is equal to the state level at 10.9. The state turnover rate for 2017-18 was 16.6% while the district rate was at 17.7%. Professional staff make up the largest percentage of the staff in Texarkana ISD at 62.2%. Of that 62.2%, 49% are teachers, 8.5% professional support, 3.7% campus administration, and .1.1% central administration. All areas are at a lower percentage than the state of Texas with the exception of campus administration. 38% of teachers in TISD hold a Master's degree. While 60.8% of teachers across the district have more than six years of experience and 39.3% have less than five years, the experience level of teachers on the three at-risk campuses do not mirror that percentage. Paul Laurence Dunbar Early Education Center has 49.8% of teachers with less than five years of experience. 58.3% of teachers at Westlawn have less than five years of experience. Theron Jones Early Literacy Center employs the highest percentage of teachers with less than five years of experience at 76%.

Texarkana ISD adopted the state recommended appraisal system, Texas Teacher Evaluation and Support System (TTESS) as the district's teacher evaluation system. The major focus of TTESS is to ensure ongoing professional growth for teachers. TTESS is a system that allows for continuous conversations between principals and teachers, opportunities for goal setting and reflection, and feedback for improvement. At the end of the 2018-19 school year, an average of 85% of TISD teachers scored either proficient or accomplished in the Planning Domain which focuses on planning quality lessons; between 81% of the teachers scored proficient and accomplished in the Instruction Domain which focuses on how well those lessons are delivered; and in the Learning Environment Domain which focuses on classroom environments, routines, and procedures, between 80% of the teachers were either proficient or accomplished.

The average class size for the district in grades Kindergarten through 6th grade is 20.7 students. There is an average of 13.4 students in English Language Arts at the secondary level, 19.3 in Foreign Language classes, 18 in mathematics, 19.2 in science, and 19.6 in social studies courses.

Business and Community Data

Texarkana ISD is proud to have the ongoing support of our community with over 228 local businesses and organizations serving as Partners in Education members. There are 983 active members participating in our Volunteers in Public Schools program who served over 48,000 hours in our TISD campuses working with students and teachers throughout the school year. All campuses throughout the district participate in at least one mentor program including Tiger Mentors, REACH, Boys to Men Leadership Academy, Precious Gems Social Club for Girls, and the Texas High School DREAM/Chick-fil-A Academy.

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary

Texarkana ISD received an overall accountability score and grade of “B” for the 2018-2019 school year based on data by the Texas Education Agency (TEA).

During the 2018 - 2019 school year, the Texarkana ISD Literacy Initiative focused on the area of Guided Reading. End of Year TPRI scores show that:

- 64% of 1st grade students scored Developed on all word reading tasks .
- 75% of 2nd grade students scored Developed on all word reading tasks.

Locally developed math assessments show that:

- 93% of Kindergarten students,
- 95% of 1st grade students, and
- 77% of 2nd grade students

met the standard for “approaches grade level” at the end of the 2018-2019 school year. Students identified as Special Education in 2nd grade scored just 3% lower than all students.

District STAAR/EOC scores

2018-2019 STAAR 3 - EOC

(2017-2018 STAAR, 3 - EOC)	Approaches Grade Level	Meets Grade Level	Masters Grade Level
ELA/Reading	72 (70)	43 (43)	18 (18)
Math	79 (78)	45 (43)	20 (19)
Science	79 (79)	50(47)	22 (21)
Social Studies	75 (80)	48 (53)	29 (32)
Writing	67 (62)	36 (38)	13 (12)

District STAAR / EOC scores remained the same or showed a slight improvement from the previous year in all areas except for Social Studies.

Every Student Succeeds Act

Texarkana ISD ensures that records are kept that demonstrate that Federal funds, including funds from Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Carl Perkins grant, and the Individuals with Disabilities Education Act, are used to support activities that address specific educational needs of the school identified by a comprehensive needs assessment and are articulated in the school-wide program plan. Our Title I campuses are served through "school-wide" practices. These records do not need to identify, by program, the specific activities supported by those program funds. However, the district and campuses ensure that school-wide campus programs contain sufficient resources and activities to reasonably address the intent and purposes of each of

the consolidated Federal programs, particularly as they relate to the lowest-performing students. The District has demonstrated our Maintenance of Effort and continues to meet expectations of the State Performance Plan for special education. TISD has transitioned into EDGAR compliant business practices pertinent to the expenditures related to federal grants while continuing to maintain compliance with all Title programs that we participate in.

Texarkana ISD has many students whom are from single-parent homes. Obtaining meaningful parental involvement is a challenge and the District uses Title I funds to employ a district wide parental liaison to facilitate parent participation and community involvement with campuses. To improve student performance and to create additional educational opportunity, Texarkana ISD also uses Title I dollars to support the employment of supplemental teachers and paraprofessionals, as well as employing instructional coaches. Instructional coaches are necessary to support and monitor the use of research based instructional strategies used in the classroom for a diverse population of students. With a growing number of English learners in our community, Texarkana continues to need to have well trained Bilingual and English as a Second Language staff to meet the language acquisition needs of students. These staff support instructional activities during the school year, as well as deliver summer school opportunities to bilingual students. The increased attention given to student mental health and student safety has led the District to secure the use of additional instructional and behavioral support to keep students on campus, as opposed to discipline removals. The District has a need to support more skill-based discipline settings and the District has a need to ensure student safety with improved infrastructure such as camera installation, controlled entrances, and support services provided by staff to students for campus-based behavior interventions.

Special Education

A review of the 2018 Performance Based Monitoring reports for Special Education and Bilingual Education from the 2017-18 data show some areas of improvement and some areas where improvement is needed.

STAAR ESL, Grades 3-8	2017	2018
Mathematics	60.8 (1)	67 (0)
Reading	52.6 (2)	62.2 (0)
Science	50 (2)	51.2 (2)
Social Studies	*/18.2/28.6 (3-SA)	17.6/0.0/18.2 (3-SA)
Writing	40 (3)	40 (3)
LEP STAAR, EOC	2017	2018
ELAR	12 (4)	32 (2)
STAAR SPED, Grades 3-8	2017	2018
Mathematics	33.9 (3)	40.1 (2)
Reading	32.9 (3)	34.4 (3)
Science	36.2 (3)	37 (3)
Social Studies	27.3 (3)	28.6 (3)
Writing	24.7 (3)	19.6 (4)
STAAR, SPED, EOC	2017	2018

STAAR SPED, Grades 3-8	2017	2018
Mathematics	46 (2)	37 (3) [CTE-SPED-35%]
Science	43 (3)	50 (3) [CTE-SPED-33.3%]
Social Studies	48.9 (3)	50 (2) [CTE-SPED-46.3%]
ELA	19.3 (3)	26.9 (3) [CTE-SPED-22.4%]

- STAAR ESL, Grades 3-8 scores improved in both reading and mathematics from 2017-18.
- Science, Social Studies and Writing did not show major improvements.
- Special Education STAAR scores in grades 3-8 showed slight increases in all subjects with the exception of writing which decreased from 24.7 to 19.6 percent. This decrease caused an increase in writing from a 3 to a 4.
- In STAAR SPED EOC, mathematics shows a decrease from 46 to 37 percent, while science, social studies and ELA showed increases in students meeting standard.

Professional development plans will continue in 2018-19 with the ongoing training for Collaborative Teaching, focusing on newly hired teachers to meet student needs. Academic performance increases are slow to develop; it will take time as special education students spend increasing amounts of time in the general education classrooms. Response to Intervention emphasis has improved services which meet the needs of all students which in turn has a positive impact on the number of students being identified for special education services, including a declining number of African American students identified.

Equity analysis--

Using the districts definition of effective teaching, we determined that an equity gap of 3.4% exists between our high poverty campus quartile and our lowest poverty campus quartile for 2017-18. This is a 9.36% reduction from the 2016-17 gap of 12.76%. In regards to our campus quartiles based on their students of color percentages, there is an equity gap of 7.06% between our highest student of color quartile and our lowest student of color quartile for 2017-18. This is a 6.35% reduction from the 2016-17 gap of 13.41%. When comparing the equity gap that exists based on “inexperience” and “effective teaching” we have drawn several conclusions.

- o The high poverty campus quartile has 23.81% of the teachers are inexperienced however the same set of teachers are 90.48% effective teachers.
- o The high students of color quartile has 36.26% of the teachers are inexperienced however the same set of teachers are 86.8% effective.
- o The equity gap for high poverty inexperienced teachers is 7.48% While the equity gap for high poverty effective teachers is 3.4%

We see that based on the T-TESS evaluation rubric these same inexperienced teachers are demonstrating their effectiveness in the classroom and on student learning. The significantly lower equity gap for effective teaching supports the impact that our established supports systems, mentoring, professional development and training is having on new teachers as they develop and refine their craft.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Grades 3-8 special education students are scoring below the state standard. **Root Cause:** Lack of a systemic process for reading

instruction allowing for a differentiated approach for higher grade levels.

Problem Statement 2: EOC scores for special education and CTE special education students are below the state standard. **Root Cause:** Lack of a systemic approach to improve reading comprehension in high school core and CTE classes.

Problem Statement 3: Limited English Proficient students are below the state standard. **Root Cause:** The lack of systemic structures for the implementation and monitoring of rich English Language instruction strategies, supports, and student growth.

Problem Statement 4: There is an equity gap of 7.48% between the high poverty quartile and the low poverty quartile of campuses. **Root Cause:** Lack of allocated resources to provide the additional levels of support that inexperienced teachers need in order to develop effective instructional practices within our highest poverty campuses.

District Processes & Programs

District Processes & Programs Summary

Instructional Services Department

The mission of TISD Instructional Services department is to guide and support our community of learners to effectively facilitate the success of all students. The department chooses to pursue this mission by providing a viable and rigorous curriculum aligned to state standards coupled with research-based best practices and high-quality professional development leading to the growth and success of all students. The elementary and secondary curriculum is supported by best practices for instruction and formative assessment to advance student learning. The elementary curriculum is composed of foundational and enrichment curriculum areas including early childhood, English Language Arts and Reading, Spanish language arts and reading (bilingual), mathematics, science, social studies, fine arts, health, and physical education. Secondary curriculum is composed of content that supports the implementation of the Foundational Graduation plan and endorsements across all five areas. The work of the Instructional Services department is to support a focus on curriculum and best practices through high-quality professional development organized and developed by content specialists, instructional technology coordinators, multilanguage coordinator, director of special programs and various other support staff members. Based on student learning and performance, the district saw a need to dig deeper into the systemic processes, policy, and expectations in place regarding curriculum and instruction.

Recently, TISD revised current divisions of responsibility and the organizational structure to increase collaboration across departments and to facilitate better communication and coordination of the most critical district functions:

- Curriculum development, implementation, and assessment
- Establish a better system of communication and accountability district-wide
- Improve curriculum planning to better direct curriculum development, implementation, monitoring, evaluation
- Specific revision of English Language Arts and Reading/Spanish Language Arts and Reading
- Create a focused, specific description of what effective ELAR and SLAR instruction looks like in every classroom
- Put high-quality curriculum with aligned resources and materials in place to support that vision.
- Develop consistent, coordinated systems across the district to train and coach teachers in effective reading instruction and assessment, and in planning instruction in response to student needs
- Revise existing policies to increase direction for curriculum management functions across the district

- Refine the current strategic plans for greater specificity and focus
- Develop a plan for the Bilingual/ESL program for English Language Learner students that outlines program models and expectations for service delivery across the system, for both the ESL and bilingual programs
- Prioritize having sufficient resources and materials to support the effective delivery of the curriculum
- Establish processes by which enrollment and achievement data are closely monitored to assure equity and equal access across the system

These recommendations will be used to drive our efforts in continuous improvement for the next three to five years. These recommendations will be the foundation of our measurable objectives moving forward.

Literacy

After completing a literacy audit during the 2016-17 school year, Texarkana ISD embarked on a literacy initiative encompassing Prekindergarten through 12th grade. Based on decisions made by the Literacy Steering Committee, the primary focus of the 2017-18 school year was in Kindergarten – 2nd grade and focused on phonics instruction. In 2018-19, 3rd - 12th grade began a designated series of modules on the foundations of reading through LETRS. The Kindergarten - 2nd grade focused on the reading block specific components of work stations, mini-lesson, guided reading. Based on classroom observation, targeted component “look for” data, and teacher feedback, 2019-20 will be spent refining the implementation and solidifying the reading block for maximum impact and student learning.

Special Education

The special education department will provide necessary materials, supplies, services, and personnel to meet the requirements of the Individuals with Disabilities Education Act related to the evaluation, identification, and the education of students with disabilities. Students eligible for special education services will be provided a continuum of support to implement their Individual Education Plans. Texarkana ISD is responsive to the Texas Education Agency's Corrective Action Plan to the U.S. Department of Education concerning Child Find and identification of students for special education and related services. Texarkana ISD is reviewing its procedures and operating guidelines related to Response to Intervention (RTI), Section 504, dyslexia and related disorders, and I.D.E.A. eligibility and services. For I.D.E.A. eligible students, supports will include the delivery of specially designed instruction, supplementary aides and services, related services, accommodations, modifications, and alternate assessments, when applicable. Personnel will be assigned, via federal funds and state funds, to provide eligibility assessment, therapies, instruction, support and personal care services, translations and interpreting, and coordination of program requirements.

Students with disabilities in Texarkana ISD remain at 650 total students, which is currently 9% of the student enrollment. The specialized needs of these students' instruction will continue to be funded by a combination of local, state, and federal (I.D.E.A.) dollars. Requirements of meeting their educational needs will be documented in student Individualized Education Programs (IEPs), as documented through an online IEP system funded by I.D.E.A. As each student's needs are individualized, it is almost impossible to comprehensively list the scope of support needed for every special education student in this particular document. However, the district will need to implement a continuum of support encompassing the needs of students in restrictive settings, including the implementation of STAAR ALT 2 curriculum, instruction, and assessment, as well as general education setting supports, which can include

the provision of a concurrent second teacher in the student's classrooms. As discovered by formal evaluations then decided upon by ARD committees with parent involvement and described in IEPs, a variety of accommodations and modifications to instruction, as well as the use of assistive technology or adaptive equipment, will be made available as necessary. Professional development in our area will be accessed to prepare staff to address special education learning needs. Opportunities for students to expand their educational experiences will be made by using real-life learning, such as community-based instruction; social, communication, and language skills; and daily life skills. Using district data on discipline incidents and discipline removals, the District has noted a decrease in special education discipline incidents. Given the improvements captured in this data, as well as increased emphasis on mental health and school safety matters, the District has identified a need to continue to properly address the behavioral supports available to special education students. Therefore the special education department will now employ a full-time school psychologist to work closely with students. The school psychologist will collaborate with teachers and campus principals in meeting the behavior needs of students. Support staff such as administrators, specialty teachers, therapists, paraprofessionals, school psychologists, counselors, and social workers will work closely in addressing the educational needs of all special education students.

Fortunately, Texarkana ISD has been granted the second year of the Services to Students with Autism Grant for 2019-20 school year. This will continue to increase the opportunity for the district to expand services to supplement the services already available, including additional staff training and parental involvement activities.

Texarkana ISD will also be poised to address the Corrective Action Plan related to the identification of students with disabilities. These required activities will create a need for the district to secure additional assessment staff to improve Child Find efforts and to immediately evaluate students whom should previously have been identified for special education, including students identified with dyslexia and those students currently identified for Section 504 supports and accommodations.

State Compensatory Education

TISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 and enrichment curriculum. SCE provides for accelerated instruction and supplemental support to identified students through intervention at the elementary by outside supplemental interventionist to provide pull out, as well as, STAR Academy courses at the middle school for eligible students. Texas High School provides accelerated instruction in the month of June for eligible students.

Every Student Succeeds Act

Texarkana ISD ensures that records are kept that demonstrate that Federal funds, including funds from Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Carl Perkins grant, and the Individuals with Disabilities Education Act, are used to support activities that address specific educational needs of the school identified by a comprehensive needs assessment and are articulated in the school-wide program plan. Our Title I campuses are served through "school-wide" practices. These records do not need to identify, by program, the specific activities supported by those program funds. However, the district and campuses ensure that school-wide campus programs contain sufficient resources and activities to reasonably address the intent and purposes of each of the consolidated Federal programs, particularly as they relate to the lowest-performing students. The District has demonstrated our Maintenance of Effort and continues to meet expectations of the State Performance Plan for special education. TISD has transitioned into EDGAR compliant business practices

pertinent to the expenditures related to federal grants while continuing to maintain compliance with all Title programs that we participate in.

Texarkana ISD has many students who are from single-parent homes. Obtaining meaningful parental involvement is a challenge and the District uses Title I funds to employ a district-wide parental liaison to facilitate parent participation and community involvement with campuses. To improve student performance and to create additional educational opportunity, Texarkana ISD also uses Title I dollars to support the employment of supplemental teachers and paraprofessionals, as well as employing instructional coaches. Instructional coaches are necessary to support and monitor the use of research-based instructional strategies used in the classroom for a diverse population of students. With a growing number of English learners in our community, Texarkana continues to need to have well trained Bilingual and English as a Second Language staff to meet the language acquisition needs of students. These staff support instructional activities during the school year, as well as deliver summer school opportunities to bilingual students.

TISD utilizes strategic compensation programs that yield benefits in multiple areas of school and student performance. There is a need for strategic compensation in the form of competitive compensation rates that attract effective teachers in low-performing, hard-to-staff schools and content areas. Compensation is awarded to math and science positions at the middle school as they are hard to staff content positions. Class size reduction teacher positions are funded at Theron Jones and Westlawn which are low-performing, hard-to-staff campuses with elevated enrollment at kindergarten, first grade, and third grade. Class size reduction has allowed an additional fourth-grade teacher at Wake Village elementary where increased enrollment and special program student needs forcing an elevated class size beyond the district expectation of twenty-four.

The increased attention given to student mental health and student safety has led the District to secure the use of additional instructional support to keep students on campus, as opposed to discipline removals. The District has a need to support more skill-based discipline settings and the District has a need to ensure student safety with improved infrastructure such as camera installation, controlled entrances, and services to students experiences behavior interventions. In 2018-19, Title IV funds allowed for IP camera installation at all of our campuses as well as security entrance doors. Based on teacher focus group data, survey data from teachers, staff, and parents, as well as discipline reports, behavior intervention and support is a high need across the district.

To ensure sufficient security and protection of students, staff, and property, the board employs police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district police officers are listed in policy CKE (LOCAL). The law enforcement duties of school police officers are:

1. Protect the real and personal property of the District and maintain the safety of students, staff, and visitors.
2. Patrol assigned campuses and routes moving about within district jurisdiction. 2. Preserve the peace; prevent unlawful acts, suppress disturbances and provide service, aid, relief, and information to students, personnel, and visitors.
3. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
4. Assist in the reduction of truancy.
5. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
6. File appropriate criminal charges as applicable with the proper agency.

7. Enforce all laws of both felony and misdemeanor degree in accordance with the approved procedures and policy.
8. Initiate investigations when deemed necessary based on sound information concerning an alleged criminal offense.
9. Investigate motor vehicle accidents on District property.
10. Assist the Transportation Department with problem bus stops areas and/or chronic disruptions on school buses.
11. Assist staff with after hour functions.
12. Take student(s) into custody if there are reasonable grounds to believe the Reporting Crimes Security Personnel 4 “Parent” Defined student(s) is engaging in delinquent conduct or conduct indicating a need for supervision under the Family Code.
13. Cooperate and work with other governmental entities and law enforcement agencies in sharing information and assistance, consistent with TISD Board Policy and the Department manual.
14. Write effective legal incident reports.
15. Testify in court as needed.
16. Help provide traffic control at athletic events, school openings/closings, or at any other time as needed.
17. Provide protection to escort district personnel as needed.
18. Operate all equipment including firearms according to established safety procedures.
19. Administer First Aid to the best of ability and training.

Trauma Informed Care Policy

Requires that districts now address sex trafficking and preventative measures against sex trafficking in their district improvement plan and communications with parents and students, in addition to existing provisions regarding sexual abuse and other maltreatment of children. Other maltreatment includes abuse and neglect. The policy will be updated pending TASB recommendation.

Technology

A comprehensive technology plan with a three-year implementation was developed to address TISD technology needs regarding infrastructure, staff devices, student devices, computer labs, storage, accessibility and productivity as it impacts student learning. Through staff focus groups, surveys and inventory of the devices, programs, and infrastructure in the district the plan was developed. In 2018-19, the TISD migrated to Gmail and Google Calendars

our primary provider. Piloted 30 teacher laptops as the new classroom device, piloted 5 elementary labs with Chromebases and closed a fiber loop, adjusted wifi access policy to increase the available bandwidth for student learning and implemented the Chromebook Academy to train teachers for effective instructional technology integration and increase the number of student devices. Chromebook Academy has made the following possible--

- 33 Chromebook carts were issued to cohort teams
- This means 990 student devices
- 107 teachers from across the district participated in the TISD Chromebook Academy
- 45+ Academy members have earned their Level 1 Google Educator Certification

Year two of implementation will address the need for teachers to be mobile within their classroom with a laptop, replace additional elementary labs, and Continue the Chromebook Academy for effective teacher training and increased student devices.

District Data Team Inquiry

Vision: Texarkana ISD will employ a clear process to purposefully collect, disseminate, and use data that is high quality, relevant, and timely in making focused, targeted decisions that positively impact student growth and performance.

Question of Inquiry: What adjustments may need to be made in transitional grade level programs and instructional practices based on student performance in the exited grade level to the receiving grade level?

Problem Statement

Student success in the transition from 5th to 6th grade indicates regression in all high impact areas to include achievement, attendance and behavior.

Root Causes with High Significance and High Control:

Master Schedule
Strength of Staff
Campus Culture
Student Support
Transition Plan

Recruitment and Retention

Among its strengths, TISD currently has the highest starting teacher salary in Region 8. TISD's starting teacher salary is well above the state average. In addition, new and existing Secondary Math, Secondary Science, and Bilingual teachers receive a \$3,500.00 stipend for teaching in these shortage areas.

TISD holds an annual on-site Teacher Job Fair, which produces more applicants than any other recruitment event in which the District participates. TISD coordinates a district/community Diversity Awareness Committee, which assists with minority recruitment efforts and diversity training programs. Human Resources representatives attend university career fairs and regional events to make contact with college education majors and provide information about the District and its job openings. The Tiger Induction Program, a pre-service professional development program for new teachers, includes training on policies, procedures, instructional strategies, diversity, special education, and differentiating instruction. In partnership with Texas A&M University – Texarkana, STEM teachers complete a Master’s Degree in Curriculum and Instruction, paid in full by the District. Having a pool of applications, resumes, and other applicant documents accessible via computer, principals gain access to applicants in a timely manner. The system also allows for timely communication among Human Resources, applicants, and Principals, as well as documentation of interviews and job fair recruitment. First-year teachers are offered a 13-month payroll option, so they are not waiting until late September for their first paycheck. The Human Resources Department begins each January distributing and collecting teacher “Letters of Intent” in order to plan well before the end of the school year for upcoming staffing needs.

In addition to a number of strengths, TISD also recognizes areas of weakness that must be addressed to recruit and retain the best teachers. While the TISD starting teacher salary is currently the highest in Region 8, the salary scale needs to be increasingly competitive at every step, as well as more competitive outside Region 8. Stipends that reward longevity and teaching at hard-to-staff campuses must be funded and maintained. Ongoing appreciation and recognition activities to boost teacher morale need to be expanded. Improved exit interviews providing more valid data must be implemented consistently. A research-based, intensive mentoring program is necessary for supporting and retaining beginning teachers.

Finally, a number of potential threats to the recruitment and retention of great teachers pose challenges for TISD. For a number of years, the nation has faced a teacher shortage, which continues as increasing numbers of “Baby Boomers” reach retirement age. A lack of qualified candidates plagues schools nation-wide. Texas Association of School Boards (TASB) reports that there are simply not enough qualified and certified candidates to fill positions in critical shortage areas, such as science, technology, and math. Teacher turnover among younger teachers demands a strategic approach, as the younger generations in the workforce have less long-term commitment to their employers. The number of college graduates in education, including area programs, does not match the demand for teachers. While Alternative Certification Programs (ACPs) help to fill this void, most ACP candidates need much more preparation before entering the classroom than is currently provided. Increased standards and requirements for teacher certification, particularly in areas such as Foreign Language and Bilingual Education, make obtaining teacher certification more difficult. Minority applicants continue to be a challenge to recruit, as the gap between the number of minority teachers and the growing diverse student population widens.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Students with disabilities need specially designed instruction and related services to improve their access to enrolled grade level curriculum, instruction, and assessment. **Root Cause:** The presence of identified disabilities impacting student learning influences the development of accommodations and modifications.

Problem Statement 2: Special education students are assigned to special education classrooms for a high percentage of the school day. 19.7% are coded as Instructional Settings 44 and 08. **Root Cause:** Lack of support, services, and training to make lower functioning students successful in least restrictive environments.

Problem Statement 3: Special education students in grades 3-9 are participating in STAAR ALT 2 tests at a rate of 15.1%. **Root Cause:** Special education students are multiple years below grade level.

Perceptions

Perceptions Summary

Texarkana ISD strives to be "The Place to Be! Our goal is to ensure that our students and staff have opportunities to grow intellectually, socially, and emotionally. In order to better understand the expectations and values of our stakeholders, TISD conducted surveys as part of the comprehensive needs assessment process of parents, students, and staff. Staff members responded to surveys on campus climate, leadership, employee satisfaction, and professional development needs. Along with surveys, TISD designed a Community Based Assessment to evaluate ourselves based upon what our community values. Texarkana I.S.D. was awarded second year grant funding for increased services to students with dyslexia and services to students with autism. Each respective grant has funded activities to provide parental involvement activities each semester of the 2019-20 school year which will enhance the communication between schools and families. The TISD District Quality Improvement Council (DQIC) meets twice annually to discuss district goals/objectives, professional development, accountability, and other items as needed. The DQIC consists of teachers, professional support staff, community, parents, and business members.

The mission of Texarkana ISD, an innovative learning community strengthened by its diversity, is to provide a superior education in a caring environment that inspires, challenges, and engaged each student through a wide range of opportunities.

- We will focus on students while valuing all people in the education process.
- We will strive for excellence.
- We will always promote a culture of personal accountability and mutual respect.

One of the most important aspects in creating a strong culture is bridging the gap between home and school. TISD has 983 active members of Volunteers in Public Schools, over 48,650 district volunteer hours, 228 local business and organization partners, and over 2,000 active parent access accounts. Communication efforts for all things include Media Releases, social media messaging at both the district and individual campuses, our TISD web page (www.txkisd.net), parent/guardian email notifications, and our mobile app. The district has two campuses that provide bilingual instruction to 274 students, and when needed information is disseminated in both English and Spanish to parents at the bilingual campuses. **One identified area of need is the translation of all documents district-wide in both English and Spanish.**

We believe that every child deserves to feel safe at school and, TISD supports safe and exceptional schools with clean, well maintained facilities; fresh and nutritious food at all schools; and reliable transportation. The TISD Child Nutrition department is committed to increasing student access to whole, fresh foods by embracing clean label commitments and an approach to menu development that decreases the use of processed foods and promotes the use of scratch prepared, chef created, and diverse menus featuring locally sources products. Child Nutrition served 2,189,408 meals to area students during the 2018-19 school year and 30,000 meals as part of the summer feeding program. In response to the ongoing need for additional safety, TISD employs a chief of police with 6 full time and 5 part-time police officers trained in CPR, first aid, and AED, as well as 2 full time and 3 part-time security officers who are responsible for providing security on all campuses. We have 20 crosswalk guards to ensure the safety of students and parents during school arrival and departure times. In addition to security and police officers, TISD has invested in upgraded security cameras to provide more coverage for all our buildings

and district-wide upgrades to our security alarm systems. Each campus has a raptor system where all guests must provide their ID for scanning and receive a visitor pass before entering the campus around students. In addition, the district has access control systems where guests must be identified by a camera then manually allowed entrance to the reception area.

Student survey data indicate the need for more:

- Teachers reading to students on a daily basis.
- Teachers asking students to share what they are thinking in grades K-5.
- Students reaching out to help their peers even if they do not know them.

Professional development needs noted by staff include the need for more:

- Strategies to provide appropriate and effective behavior interventions.
- Learning opportunities on the components of literacy instruction related to reading comprehension and reader's workshop.
- Opportunities to collaborate with grade level teams for instructional planning

Employee survey and interview data indicate the following areas of need:

- More opportunities to discuss their progress.
- Would like to feel their opinions are valued more.
- More recognitions and praise for efforts.
- More instructional planning time.

Discipline data indicate that the overall number of incidents increased in 2018-19 as compared to the 2017-18 data. In 2017-18, the district collectively documented 3,325 total referrals while the 2018-19 data showed a total of 3,745 referrals across the district. While 2018-19 showed a slight increase in referrals, the total referrals for 2018-19 were still lower than the 2016-17 total of 4,011. All subgroup (African American, Hispanic, White, Special Education, and Economically Disadvantaged) populations also saw a slight increase from 2017-18 to 2018-19. Some areas of importance to note:

- The African American and Special Education subgroups saw the largest increases.
- DAEP mandatory placements increased from 67 to 70 and DAEP discretionary placements increased from 23 to 47 from 2017-18 to 2018-19.
- Suspensions increased from 691 to 864 in 2018-19; however, that is still a decrease from 905 in 2016-17.
- Corporal punishment increased from 204 to 284 for the 2018-19 school year.

Additional discipline information show that:

- Texas High School and Texas Middle School account for 640 of the 864 suspensions district-wide.
- Corporal punishment was used 284 times district-wide with the highest number (167) at Theron Jones, which is an increase from 67 in 2017-18.
- Bus incidents decreased from 240 to 163 in 2018-19 across the district, with Theron Jones reporting 84 incidents and Dunbar 60. Fighting incidents increased from 238 in 2017-18 to 349 in 2018-19. TMS reported 171 incidents and THS reported 149. Westlawn Elementary

accounted for 16 incidents of fighting.

- TMS reported 127 instances of repeated violent behavior out of 190 across the district for 2018-19.

TISD is committed to student safety and creating positive school environments for all students. The district approved the addition of 504 coordinators that could directly impact student behavior by alleviating that responsibility from counselors allowing them additional time for group and individual guidance counseling. In addition to 504 coordinators, TISD is investing in a behavior coordinator and additional behavior specialists across the district to provide positive behavior supports. Training will be provided to ensure that our behavior specialists have a toolbox of positive behavior supports and interventions.

Leader In Me:

Seven TISD campuses are Leader in Me Campuses including: Highland Park (LIM Lighthouse Campus), Morriss, Nash (LIM Lighthouse Campus), Spring Lake Park, Theron Jones (LIM Lighthouse Campus), Wake Village, and Westlawn. In addition to the seven elementary campuses above, TISD welcomes Dunbar Early Education Center, Texas Middle School, and Texas High School to the Leader in Me Family for the 2019-20 school year. The campuses promote the 7 Habits of Highly Effective People and continuously strive to create school cultures embodying those habits within each classroom and throughout the campus. In the last two years, all counselors in TISD have been trained to deliver parent workshops aligned to the 7 Habits of Highly Effective Families in order to strengthen school and community relationships. The Leader in Me creates a common language and a foundational set of life principles to guide students and staff in their daily lives.

Campuses are utilizing the 7 Habits of Highly Effective Families by hosting events aligned with the 7 Habits such as, Habits Focused Engineering Encounters where families are invited to participate from all grade levels; parent nights aligned to a specific habit with themes; and family fun and educational nights aligned to the habits along with a campus newsletter. The district also hosts a Leader in Me Luncheon for parents and community members to attend where students from all campuses are recognized for their leadership characteristics.

Perceptions Strengths

TISD conducted student surveys of students in grades K-8 at the district level and through *K-12 Insight* for students in grades 9-12. Strengths found in the surveys include:

- 98% of K-2 students believe their teacher is proud of them when they do a good job.
- 96% of Kindergarten students and 92% of students in grades 1-2 agreed that their teacher makes them feel special.
- 93.5% of K-2 students feel safe at school.
- 75% of students in grades 3-5 believe that teachers give help to students when needed.
- 85% of students in grades 3-5 believe their teachers are proud of them when they do a good job.
- 92% of middle school students in grades 6-8 believe their teachers have high expectations of them.
- 91% of students in grades 6-8 care about their own learning.
- 70% of students in grades 6-8 believe they have someone they can talk to.

Academic Strengths:

- All campuses in 2017 received a met standard rating from the Texas Education Agency.
- There are 507 course offerings at Texas High School and 139 available course offerings at Texas Middle School.
- There are 907 students enrolled in Advanced Placement Courses.
- 32.3% of graduates completed 12 or more hours of postsecondary credit (12.2% statewide).
- There are 1,229 enrollments in dual credit courses in 83 dual credit course offerings.
- Campuses received 20 total distinction designations from the Texas Education Agency.
- SAT and ACT scores exceed state averages.
- The THS Class of 2017 was awarded over \$17 million in scholarships.

Staff Opportunities and Strengths

- Annual TISD Leadership Academy offered to develop future campus and district instructional leaders.
- Pathway to Teaching program offered for para-professional employees interested in becoming a teacher.
- 40% of TISD teachers hold a masters degree compared to 24% of Texas teachers.
- 61% of TISD teachers have more than 5 years of experience.

Discipline Strengths

- Decrease in Overall discipline referrals from 4,011 to 3,325.
- Decreases in DAEP discretionary placements, ISS Placements, and special education ISS placements.

Priority Problem Statements

Problem Statement 1: Students with disabilities need specially designed instruction and related services to improve their access to enrolled grade level curriculum, instruction, and assessment.

Root Cause 1: The presence of identified disabilities impacting student learning influences the development of accommodations and modifications.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: Grades 3-8 special education students are scoring below the state standard.

Root Cause 2: Lack of a systemic process for reading instruction allowing for a differentiated approach for higher grade levels.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Special education students in grades 3-9 are participating in STAAR ALT 2 tests at a rate of 15.1%.

Root Cause 3: Special education students are multiple years below grade level.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Limited English Proficient students are below the state standard.

Root Cause 4: The lack of systemic structures for the implementation and monitoring of rich English Language instruction strategies, supports, and student growth.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There is an equity gap of 7.48% between the high poverty quartile and the low poverty quartile of campuses.

Root Cause 5: Lack of allocated resources to provide the additional levels of support that inexperienced teachers need in order to develop effective instructional practices within our highest poverty campuses.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: EOC scores for special education and CTE special education students are below the state standard.

Root Cause 6: Lack of a systemic approach to improve reading comprehension in high school core and CTE classes.

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Goals

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 1: By May 2020, 85% of Kindergarten - third grade students will score developed on the TPRI/Tejas Lee.

Evaluation Data Source(s) 1: K-2 TPRI Scores

Data Walks





TTESS Classroom Observations

Informal Classroom Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Retain a PK-2 ELAR Coordinator to train/support PK-2 classroom teachers with researched-based instructional processes.	2.4	Director of Humanities	Decrease the percentage of students scoring "still developing" on TPRI and Tejas Lee. Increase teacher effectiveness.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) District will provide LETRS (Language Essentials for Teachers of Reading and Spelling) training to all K-12 administrators, general education teachers, special education teachers, bilingual teachers, instructional coaches, interventionists, and paraprofessionals.</p>	2.4, 2.5, 2.6	Director of Humanities	Increase student reading levels, TPRI/Tejas Lee, and STAAR assessment results.				
3) Provide training for utilizing library resources (i.e. Maps 101, etc.)	2.5	Coordinator of Library Services	Increase the use of quality resources and increase student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
4) Implement strategies (participating in planning sessions, viewing teacher lesson plans, creating library activity plans) for increasing library reading activities that coincide with teachers' instructional plans	2.5	Coordinator of Library Services	Alignment between teacher lessons and library support through reading activities; Increase student reading opportunities				
5) Improve literacy skills for Bilingual/ESL students (beginners) by utilizing Imagine Learning and Reading A-Z in K-12.	2.4	Coordinator of Multilingual Education	Increase TELPAS scores for Bilingual/ESL students scoring beginning.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 2: By May 2020, district 3-8 and high school students scoring approaches grade level will increase to 80% on STAAR Reading, 78% on STAAR Writing, and 70% on English I and II, while increasing meets and masters performance on all ELAR scores to obtain a student academic achievement Domain I average of 48%.

Evaluation Data Source(s) 2: STAAR Assessment Results

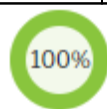
District/Campus Benchmarks

Data Walks

TTESS Walk-throughs and Classroom Observations

Summative Evaluation 2:

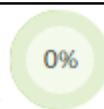
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All beginning ELLs will receive Imagine Learning English/Espanol, as appropriate, each week.	2.5	Coordinator of Multilingual Education	Improve student reading levels and assessment results.				
2) Retain an ELAR grades 3-6 coordinator to train/support classroom teachers on research-based instructional processes.	2.4, 2.5, 2.6	Director of Humanities	Increase the percentage of students scoring at approaches grade level on STAAR reading. Increase teacher effectiveness.				
3) Provide professional development focusing on word study to promote improvement in reading comprehension.	2.4, 2.6	Director of Humanities	Improve student reading levels and STAAR assessment results.				
4) Monitor Word Study instruction through classroom visits.		Director of Humanities	Improve student reading levels and STAAR assessment results.				
5) Development Implementation plan for the Response to Intervention (RtI) process at all campuses.	2.6	Executive Director of Curriculum and Instruction	Increase academic performance of struggling students. Align district processes for RtI.				
6) Increase opportunities for Bilingual/ESL students to write daily in all content areas by providing professional development to all teachers.	2.6	Coordinator of Multilingual Education	Improve student reading/writing performance.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.


Performance Objective 3: By May 2020, Grades 3 - Algebra STAAR math scores at "approaches grade level" will increase to 80% and "masters grade level" will increase by 5% to obtain a student academic achievement Domain I average of 48%.

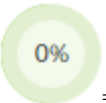
Evaluation Data Source(s) 3: STAAR Assessment Results District/Campus Benchmarks Data Walks TTESS Walk-throughs and Classroom Observations


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Conduct at least 1 (2 if possible) vertical team meetings per year for grades 4-12 to identify problem areas, align vocabulary, and align strategies teaching across all campuses and grades.	2.5	Director of STEM	Vertical alignment of mathematics curriculum documents and opportunities for teacher collaboration.				
2) Provide professional development sessions for math teachers and instructional coaches that promote rigorous lessons and provide lesson ideas that relate to specific TEKS that can be used with upcoming units.		Director of STEM	Increase student performance from approaches to meets or masters on STAAR.				
3) Monitor use of research based instructional strategies by targeted visits to math classrooms and providing feedback to campus instructional leaders.		Director of STEM	The use of research based strategies included in the TISD Instructional Frameworks will increase student engagement and increase student performance.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.


Performance Objective 4: By May 2020, STAAR science scores for 5th, 8th, and Biology at "approaches grade level" will increase by 10% and "masters grade level" will increase by 5% to obtain a student academic achievement Domain I average of 48%.


Evaluation Data Source(s) 4: STAAR Assessment Results District/Campus Benchmarks Data Walks TTESS Walk-throughs and Classroom Observations


Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Conduct at least 1 (2 if possible) vertical team meetings in science per year for grades 4-12 to identify problem areas, align vocabulary, and align strategies teaching across all campuses and grades.	2.5	Director of STEM	Vertical alignment of science curriculum documents and opportunities for teacher collaboration.				
2) Provide professional development sessions for science teachers and instructional coaches that promote rigorous lessons and provide lesson ideas that relate to specific TEKS that can be used with upcoming units.		Director of STEM	Increase student performance from approaches to meets or masters on STAAR.				
3) Provide targeted professional development for science teachers (primarily 5th and 8th) in vocabulary instruction using sheltered instruction strategies to support ESL student learning.	2.4, 2.6	Coordinator of Multilingual Education	Improve ESL performance on STAAR in grades 3-8.				
4) Monitor use of research based instructional strategies by targeted visits to science classrooms and providing feedback to campus instructional leaders.		Director of STEM	The use of research based strategies will increase student engagement and increase student performance.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 5: By May 2020, student usage of the Google Suite will increase by 40%.

Evaluation Data Source(s) 5: G-Suite Management Console
 Classroom Observations of Artifacts
 Teacher Certification Documents
 Data Walks
 TTESS Goals

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Train key staff members on different levels of the G-Suite.		Director of STEM	Increase staff proficiency of G-Suite and increase the use of technology integration into daily student learning environments.				
2) Key staff members to provide training on different levels of G Suite to other staff members.		Director of STEM	Increase staff proficiency of G-Suite and increase the use of technology integration into daily student learning environments.				
3) Implement badge system for performance levels in obtaining multiple technology platforms certifications.		Director of STEM	Increase staff proficiency in the use of multiple technology tools to enhance classroom instruction to increase student and teacher usage of the G-Suite.				
4) Continue increasing the number of teachers as Google certified in Level 1, 2 or both by providing an online platform support.		Director of STEM	Increase staff proficiency in the use of multiple technology tools to enhance classroom instruction to increase student and teacher usage of the G-Suite.				
5) Develop program to utilize Google Certified teachers as mentors for novice Google teacher.		Director of STEM	Providing mentors for novice Google users will increase confidence and expertise to utilize Google suite with students.				



100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 6: Special Education STAAR and STAAR ALT 2 3-8 passing rate for reading, as measured by PBMAS and addressed in the Targeted Improvement Plan, will increase from 35.7% to 40% following the 2020 state assessments.


Evaluation Data Source(s) 6: STAAR and ALT 2 Assessment Results
District Benchmark Results


Summative Evaluation 6:


TEA Priorities: 2. Build a foundation of reading and math.


Next Year's Recommendation 6: Continue this Performance Objective. Preliminary (pre PBMAS) results indicate a 35.7% passing rate among grades 3-8 STAAR and STAAR ALT 2 takers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Provide professional development to all campus testing coordinators, diagnosticians, and campus administrators on allowable accommodations for state testing, STAAR ALT 2 preparations and testing; necessary resources determined by ARD committee required for IEP goals; and the availability and use of SPED eligibility assessment materials as part of the child find process.	2.4	Director of Special Education and Federal Programs	Appropriate assessment tools to ensure student success.				
TEA Priorities Build a foundation of reading and math 2) Schedule and host four SPED PLC's for both collaborative and alternate teachers.	2.6	Director of Special Education and Federal Programs	Improve student performance of special education students in grades 3-8.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 7: By May 2020, establish a timeline for the development of a complete enhanced district curriculum to be delivered through a district common instructional framework with implementation monitored through defined tools and expectations.

Evaluation Data Source(s) 7: Curriculum Timeline

District Common Framework

Walkthrough data

Focus Component Walks Data

Classroom Observation

Lesson Plans

Professional Development and Meeting Agendas

Sign-In Sheets

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement and monitor year one of a five year curriculum management plan to develop curriculum documents in all courses offered in TISD.		Executive Director of Curriculum and Instruction	Curriculum documents completed and uploaded to TEKS Resource System as designated for Year One - 2019-20.				
2) Develop a curriculum review team and schedule to analyze newly created curriculum documents for alignment to curriculum audit standards for quality documents.		Executive Director of Curriculum and Instruction	High quality curriculum documents uploaded for teacher use.				
3) Develop a district-wide common instructional framework to be implemented by all instructional staff.		Chief Academic Officer	Increased student performance in all areas.				
4) Provide mini-training for all administrators on components of the common instructional framework for consistency in identifying in the classroom and coaching implementation.	2.4, 2.6	Chief Academic Officer	Increase student level of engagement and thinking during classroom instruction and improved student performance on STAAR.				
5) One day focus walks for single components of the common instructional framework all across the district by administrative teams in the fall and spring.		Chief Academic Officer	Data regarding the implementation of common instructional framework components and future professional development needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
6) Create a walkthrough form that incorporates the components of the common instructional framework with the dimensions of TTESS for administrators to utilize.		Chief Academic Officer	Immediate teacher feedback on the instructional framework components and dimensions of TTESS.				
7) Review Pre-AP Curriculum documents and develop a two year plan for revision of TISD Pre-AP program.		Executive Director of Curriculum and Instruction	Increase percentage of students scoring at meets and masters on STAAR. More students choosing AP Courses.				

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 8: Increase ESL STAAR scores in social studies to 65% and increase writing for ESL on STAAR from 40% to 50% as reported on PBMAS.

Evaluation Data Source(s) 8: STAAR Assessment Results

Tejas Lee


DistrictCampus Benchmarks

Lesson Plans


TTESS Walk-throughs and Observations

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Conduct/continue program evaluation of the ESL program in Pre-K through twelfth grade to determine effectiveness and program needs including staffing.	2.4	Director of Humanities	Continue to improve the education program to ensure increase in ESL STAAR social studies and writing.				
2) -All teachers of English Learners will participate in Texas Gateway ELPS Academy to incorporate the English Language Proficiency Standards (ELPS) and daily Language Objectives during instruction.	2.5	Coordinator of Multilingual Education	Increase ESL STAAR scores and student classroom participation through reading, writing, speaking and listening.				
3) Provide an ELL Literacy Lab for newcomers and beginning level ESL students.	2.5	Coordinator of Multilingual Education	Improve reading levels and proficiency levels for all ESL students. Improve STAAR results for ELL's on writing and social studies.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 9: Design and implement culturally responsive program to be utilized at TISD elementary campuses to increase enrollment and the diversity of the students participating in advanced academic program at TMS and THS. Evidence of program implementation and effectiveness would be determined by increase advanced academic course selection for TMS in spring 2020.


Evaluation Data Source(s) 9: Developed Program
 Participation Logs for the Program
 Sign-in sheets, Agendas and Flyer of implementation
 Increase Advanced Academic Course enrollment by diverse population

Summative Evaluation 9:


Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Creation of a culturally responsive program with all stakeholder representation in the development.	2.5	Chief Academic Officer	Increased enrollment by diverse student sub groups in advanced academic courses.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Implementation of the culturally responsive program in the Spring.	2.5	Chief Academic Officer	Increased enrollment by diverse student sub groups in advanced academic courses.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: By the end of year 2020, teachers will utilize appropriate technology resources to support, enhance curriculum, and improve student achievement with 45% increase of Google Apps usage.

Evaluation Data Source(s) 1: G-Suite Management Console
Sign in Sheets for Training
Classroom Observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Train key staff members on different levels of the G-Suite.		Director of STEM	Increase staff proficiency of G-Suite and increase the use of technology integration into daily student learning environments.				
2) Key staff members to provide training on different levels of G Suite to other staff members.		Director of STEM	Increase staff proficiency of G-Suite and increase the use of technology integration into daily student learning environments.				
3) Implement year two of the Chromebook Academy.		Chief Academic Officer	Increase staff proficiency of G-Suite and increase the use of technology integration into daily student learning environments.				
4) Continue implementation of badge system for performance levels in obtaining multiple technology platforms certifications.		Director of STEM	Increase staff proficiency in the use of multiple technology tools to enhance classroom instruction to increase student and teacher usage of the G-Suite.				
5) Continue increasing the number of teachers as Google certified in Level 1, 2 or both.		Director of STEM	Increase staff proficiency in the use of multiple technology tools to enhance classroom instruction to increase student and teacher usage of the G-Suite.				
6) Provide at least 2 professional development opportunities offering a wide selection of focused training on core applications of G Suite.		Director of STEM	Increase staff proficiency in the use of multiple technology tools to enhance classroom instruction to increase student and teacher usage of the G-Suite.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
7) Provide multiple updates of technology resources through a variety of avenues. (website, newsletter, email, face to face meetings, preferred list)		Director of STEM	Increase staff proficiency in the use of multiple technology tools to enhance classroom instruction to increase student and teacher usage of the G-Suite.				


Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 2: Decrease K-2 discipline referrals by 15% through the implementation of behavior intervention and support by May 2020.


Evaluation Data Source(s) 2: Discipline reports
 Classroom Guidance Lesson Schedules
 Small-Group Counseling Session Schedules
 District Behavior Support Protocol

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Employee a Behavior Intervention Specialist position at the district level to lead behavior support across the campuses.	2.6	Executive Director of Curriculum and Instruction	Reduced student discipline referrals and class removals.				
2) Employee two Behavior Support Specialists to meet behavior support needs at multiple campuses.	2.6	Executive Director of Curriculum and Instruction	Reduced student discipline referrals and class removals.				
3) Provide behavior modification professional development for all Behavior Support Specialist.	2.6	District Behavior Intervention Specialist	Reduced student discipline referrals and class removals.				
4) Initiate the development of a Postive Behavior Support Intervention Plan for the District.	2.6	District Behavior Intervention Specialist	Reduced student discipline referrals.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 3: Identify and review with TISD Board of Trustee's highly effective research-based emotional wellness programs that have proven to positively impact students and staff through implementation of program-specific methods, strategies and supports in the summer of 2020.


Evaluation Data Source(s) 3: Board Agenda
Committee Presentation on Emotional Wellness Program Opportunitites

Summative Evaluation 3:


Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals.

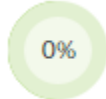
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Establish a team with all stakeholder representation to facilitate available research-based emotional wellness programs that have proven to positively impact students and staff.	2.6	Chief Academic Office	Adopted program for implementation at the District.				
TEA Priorities Recruit, support, retain teachers and principals 2) Identify at a minimum 3 research-based student emotional wellness programs and receive detailed overview presentation to the team.	2.6	Emotional Wellness Team Facilitator	Program recommendations for Board presentation and selection.				
TEA Priorities Recruit, support, retain teachers and principals 3) Identify at a minimum 3 research-based staff emotional wellness programs and receive detailed overview presentation to the team.	2.6	Emotional Wellness Team Facilitator	Program recommendations for Board presentation and selection.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 4: Develop strategies to enhance the experience of our families as their student(s) transition from one campus to the next campus. The strategies will help families feel more informed about the new campus their student will be attending as well as help answer any questions they may have in a smaller and more comfortable setting.

Evaluation Data Source(s) 4: Parent/Guardian Informational Presentations


Sign-in Sheets, agenda and presentation


Parent/Guardian Survey results


Summative Evaluation 4:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Development of a TISD Transition Plan for students and parents at all transitional levels within the District.	3.2	Chief Academic Officer	Increased student performance at receiving campus of transition and increased positive response from parent/guardian surveys.				
2) Implementation of the components of the TISD Transition Plan that occur within the Spring semester for the 5th - 6th-grade transition.		Chief Academic Officer	Increased student performance at receiving campus of transition and increased positive response from parent/guardian surveys.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: Increase the teacher retention rate to 88% by May 2020.

Evaluation Data Source(s) 1: Participation data in retention/recruitment programs
Enrollment in training career pathways

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Establish teacher support teams that include the Coordinator of Teacher Mentoring and Academic Services, the principal, campus mentor teacher, and instructional coach that will surround new teachers with multiple levels of support.		Coordinator of Teacher Mentoring and Academic Services	Increased teacher effectiveness, student performance, and teacher retention.				
2) Expand and enhance the mentoring program for new teachers.		Deputy Superintendent	Increase teacher effectiveness and retention.				
3) Continue to enhance and expand the TISD Leadership Academy for aspiring leaders.		Deputy Superintendent	Increase pool of administrator candidates for future openings and strong teacher leaders at the campus level.				
4) Continue and expand the Pathway to Teaching program.		Coordinator of Teacher Mentoring and Academic Services	Increased number of participants resulting in increased teacher applicant pool.				
5) Schedule ongoing recognition/appreciation activities to boost teacher and staff morale.		Deputy Superintendent	Improvement in teacher morale as shown in results from annual district survey. Increase teacher retention.				
6) Continue implementation of Teach TISD program for guiding district students into a career in teaching.		Deputy Superintendent	Participation in program leading to increased pool of teacher applicants				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
7) Implement perfect attendance awards for staff.		Deputy Superintendent	Improvement in overall teacher morale as evidenced through attendance data and district survey results.				
TEA Priorities Recruit, support, retain teachers and principals 8) Establish a teacher retention round table with diverse teacher representation from campuses.		Deputy Superintendent	Increased teacher voice in decision making and planning.				

Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 2: By May 2020, TISD will increase recruiting efforts by 10%.

Evaluation Data Source(s) 2: Increased applicant pool


Retention rates

Development of Recruitment strategies


Attendance at recruitment events (job fairs, etc.)

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Continue to grow and further utilize social media platforms to recruit a diverse staff.		Deputy Superintendent	Increased applicant pool.				
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Review and study the benefits of various applicant selection tools.		Deputy Superintendent	Increase teacher retention rates and increase the number of highly qualified candidates.				
3) Establish an effective process for ensuring completion and submission of exit interview information for impact on recruitment.		Deputy Superintendent	Provides data to be used for determining recruitment strategies and development of recruitment strategies to address negative exit interview results.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 3: Within the high poverty quartile campuses, TISD will increase average percentage of teacher effectiveness to 85%.

Evaluation Data Source(s) 3: TTESS Walkthrough/Observation data

Instructional Coach Logs

Agendas and sign in sheets of campus/district training events, PLCs, IFTs, equity analysis

Summative Evaluation 3:

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Ensure early identification of struggling staff and effective implementation of the intentional coaching model.		Director of Humanities	Increased teacher effectiveness, increased teacher retention, increased student academic performance.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>2) Provide professional development opportunities in Behavioral RtI to increase teacher effectiveness for working with students of poverty and students struggling with social and emotional wellness.</p>		Behavior Intervention Specialist	Decreased student discipline referrals and increased teacher effectiveness.				
3) Based on a fall and spring teacher and staff climate survey targeting the collection of information on teaching conditions and challenges, identify and develop targeted strategies to address these needs.		Chief Academic Officer	Increased teacher effectiveness in targeted areas identified as challenges.				

Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 4: Utilize the TEACH TISD Program to grow the diversity of our own future leaders while also identifying other programs to encourage minorities to pursue a career in education as well as the leadership pipeline in TISD.


Evaluation Data Source(s) 4: Student participation logs for TEACH TISD Program
Increased student participation in leadership opportunities at campuses

Summative Evaluation 4:


Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals.

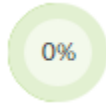
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Partner with local institutions of higher education to provide unique Future Educator experiences for members of TEACH TISD.		Deputy Superintendent	Increased participation in TEACH TISD with increase student diversity.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: By May 2020, increase parent and community encounters by two percent.


Evaluation Data Source(s) 1: Calendar of Events

Sign in sheets

Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Increase the number of Leader in Me 7 Habits of Highly Effective Families workshops.	3.2	Assistant Superintendent for Student & Community Development	Increased parent involvement.				
2) Enhance marketing the Dream/Chick Fil-A Leader Academy.	3.2	Assistant Superintendent for Student & Community Development	Increased number of volunteers, mentors, and donation supports.				
3) Lead campuses in identifying targeted academic skills that can be supported outside of school and develop parent/community workshops to empower and equip parents to provide the support.	3.2	Chief Academic Officer					
4) Continue implementation of the Latino Family Literacy Program at campuses only serving ESL students and develop a plan for training and continued implementation of the program.	3.2	Coordinator of Multilingual Education	Increase the reading ability of English Language Learners.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue


Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 2: By May 2020, increase school to business partnerships by two percent.

Evaluation Data Source(s) 2: Number of business partnerships renewed.
Number of new business partnerships.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Review business partnerships and update periodically based on need.		Assistant Superintendent for Student & Community Development	Updated agreements and increased business partnerships.				
2) Evaluate current needs versus list of current partnerships to identify specific types of partners that are needed for future relationships.		Assistant Superintendent for Student & Community Development	Increase number of business partnerships.				
3) Monitor the economic development of Texarkana and the surrounding areas for new partnerships.		Assistant Superintendent for Student & Community Development	Economic Development Reports - impacts on business partnerships to help schools.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 3: Increase the diversity of student enrollment in REACH by five percent and provide instruction on steps for success in school and beyond.

Evaluation Data Source(s) 3: REACH enrollment reports
Tracking reports for graduation and post-graduation enrollments

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) Work with Human Resources and campus administration to select qualified and effective minority staff members as REACH teachers.</p>		Assistant Superintendent for Student & Community Development	Increased diversity in staff for the REACH program that connects with a more diverse student enrollment.				
<p>TEA Priorities Connect high school to career and college 2) Increase REACH student involvement in community events (example: main speakers for Superintendents Leader in Me Luncheons each six weeks)</p>		Assistant Superintendent for Student & Community Development	Retention of the enrolled REACH students and increased diverse enrollment.				
<p>TEA Priorities Connect high school to career and college 3) Target 5th grade Boys to Men Leadership Academy and Precious Gems Social Club for Girls members to enroll in REACH in the 6th grade.</p>		Assistant Superintendent for Student & Community Development	Increase enrollment in REACH from these organizations.				
<p>TEA Priorities Connect high school to career and college 4) Increase exposure opportunities within the REACH program to higher learning opportunities. (Example: guest speakers from TAMU-Texarkana, college tours, etc.)</p>		Assistant Superintendent for Student & Community Development	Increase interest and enrollment in the REACH program by a more diverse student population.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

Budget Committee

Committee Role	Name	Position
Administrator	Anita Clay	Administrator
Administrator	Brad Bailey	Administrator
Administrator	Jennifer Cross	Administrator
Administrator	Shawn Davis	Administrator
Administrator	Amy Doss	Administrator
Administrator	Taryn Givan	Administrator
Administrator	Angie Griffin	Administrator
Administrator	Kim Hollo	Administrator
Administrator	Tim Lambert	Administrator
Administrator	Arnie Lawson	Administrator
Administrator	George Moore	Administrator
Administrator	Bobbie Nichols	Administrator
Administrator	Amy Nix	Administrator
Administrator	Paul Norton	Administrator
Administrator	Patti O'Bannon	Administrator
Administrator	Nanette Power	Administrator
Administrator	Anne Slade	Administrator
Administrator	Lakesha Taylor	Administrator
Administrator	Autumn Thomas	Administrator
Administrator	Christy Tidwell	Administrator
Administrator	Holly Tucker	Administrator
Administrator	Melodie White	Administrator

Committee Role	Name	Position
Administrator	Brandy Debenport	Administrator
Administrator	Carla Dupree	Administrator
Administrator	Mindy Gennings	Administrator

DIP Planning and Review Team

Committee Role	Name	Position
Administrator	Holly Tucker	Chief Academic Officer
Administrator	Christy Tidwell	Coordinator of PD and Continuous Improvement
Administrator	Cathy Klopper	Director of STEM
Administrator	Wes Kirkham	Executive Director of Instructional Services
Administrator	Laurie Pace	Director of Humanities
Administrator	Shawn Davis	Director of Special Education and Federal Programs

Discipline Committee

Committee Role	Name	Position
Administrator	Zach Fowler	Administrator
Administrator	Richard Stahl	Administrator
Administrator	Lindy Davis	Administrator
Administrator	Liliana Luna	Administrator
Administrator	Mindy Gennings	Administrator
Administrator	Jennifer Cross	Administrator
Administrator	Lucia Ochoa	Administrator
Non-classroom Professional	Amanda Manca	Non-classroom Professional
Administrator	Holly Tucker	Administrator

District Data Team Meetings

Committee Role	Name	Position
Administrative Assistant	Beth Hague	Administrative Assistant
Administrator	Autumn Thomas	Deputy Superintendent
Administrator	Cathy Klopper	Director of STEM
Administrator	Christy Tidwell	Director of Curriculum & Instruction
Administrator	Holly Tucker	Chief Academic Officer
Administrator	Laurie Pace	Director of Humanities
Administrator	Shawn Davis	Director of Special Populations
Administrator	Paul Norton	Superintendent
Administrator	Nanette Power	Executive Director of QI & MIS
Administrator	Amanda Manca	Coordinator of PEIMS

District Quality Improvement Council

Committee Role	Name	Position
Business Representative	Pam Wood	Member
Business Representative	Dani Hamblett	Member
Business Representative	Ben King	Member
Business Representative	Angela Evans	Member
Business Representative	James Ross	Member
Community Representative	Sharon Maynard	Committee Chair
Community Representative	Sarah Francis	Member
Community Representative	Michael Poret	Member
District-level Professional	Nanette Power	District-Level Professional
Classroom Teacher	Cynthia Gauntt	Classroom Teacher
Classroom Teacher	Jacqueline Hill	Classroom Teacher
Classroom Teacher	Cindy Shackelford	Classroom Teacher
Classroom Teacher	Randy Jennings	Classroom Teacher
Classroom Teacher	Jennifer Leach	Classroom Teacher
Classroom Teacher	Erika Purtle	Classroom Teacher
Classroom Teacher	Amanda Clevenger	Classroom Teacher
Classroom Teacher	Cory House	Classroom Teacher
Classroom Teacher	Michael Folse	Classroom Teacher
Classroom Teacher	Ryan Forrest	Classroom Teacher
Classroom Teacher	Quoquise Nickleberry	Classroom Teacher
Classroom Teacher	Fran Banks-Brown	Classroom Teacher
Classroom Teacher	Courtney Davis	Classroom Teacher

Committee Role	Name	Position
Classroom Teacher	Laura Dean	Classroom Teacher
Classroom Teacher	Anne Granado	Classroom Teacher
Classroom Teacher	Tamara Hudspeth	Classroom Teacher
Classroom Teacher	Kedrick Jones	Classroom Teacher
Classroom Teacher	Amber Merrick	Classroom Teacher
Classroom Teacher	Holly Mooneyham	Classroom Teacher
Classroom Teacher	Ashley Sims	Classroom Teacher
Classroom Teacher	Jacquelyn Shelton	Classroom Teacher
Non-classroom Professional	Laura Banks	Non-classroom Professional
Non-classroom Professional	Jennifer Cross	Non-classroom Professional
Non-classroom Professional	Andrew Jones	Non-classroom Professional
Administrator	Carla Dupree	Administrator
Non-classroom Professional	Richard Stahl	Non-classroom Professional
Parent	Vickie Vital	Parent
Parent	Brad Davis	Parent
Parent	Hank Bergt	Parent
Parent	Melissa McHenry	Parent
Parent	Regina Ferguson	Parent
Administrator	Shawn Davis	Administrator
Administrator	Paul Norton	Administrator
Administrator	Holly Tucker	Administrator
Administrator	JoAnn Rice	Administrator
Administrator	Autumn Thomas	Administrator
Administrator	Anita Clay	Administrator
Administrator	Christy Tidwell	Administrator

I.S. Departmental Meeting

Committee Role	Name	Position
Administrator	Cathy Klopper	Director of STEM Education
Administrative Support	Vicki Parks	Administrative Secretary
District-level Professional	Jennell Ingram	Coordinator of Teacher Mentoring & Academic Services
Administrator	Christy Tidwell	Executive Director of Curriculum and Instruction
Administrator	Laurie Pace	Director of Humanities
Administrator	Shawn Davis	Director of Special Populations & Federal Programs
District-level Professional	Becky Graham	Coordinator of Special Education Programs
District-level Professional	April Davis	Coordinator of SHARS & Special Services
District-level Professional	Kacey Davis	Coordinator of ASPIRE & Special Education Programs
District-level Professional	Mindy Basurto	Coordinator of Multilingual Education
Administrative Support	Tiffany Pumphrey	Staff Development Specialist
Administrative Support	Beth Hague	Administrative Assistant
District-level Professional	Jamie Friday	Coordinator of Assessment
District-level Professional	Kim Icenhower	Coordinator of Elementary Instructional Technology
District-level Professional	Jennifer Beck	Coordinator of Secondary Instructional Technology
District-level Professional	Amy Frierson	Coordinator of Elementary Math & Science Instruction
District-level Professional	Jennifer Klar	Coordinator of Secondary Math & Science Instruction

Committee Role	Name	Position
District-level Professional	Kim Lee	Coordinator of Pre-K -2 ELAR & Social Studies
District-level Professional	Lori Bailey	Coordinator of 3-6 ELAR & Social Studies
Administrator	Holly Tucker	Chief Academic Officer
District-level Professional	Terre Carroll	Coordinator of Dyslexia Grant
District-level Professional	Leslie Mulkey	Dyslexia Teacher and Student Dyslexia Assessments
District-level Professional	Becky Carmickle	Coordinator of SEM (Schoolwide Enrichment Model)
District-level Professional	Sherry Young	Coordinator of Student Support Services
District-level Professional	Dr. Sandra Austin	Coordinator of Elementary & Middle School Library Services
District-level Professional	Monica Harrison	Coordinator of Gifted & Talented Program
District-level Professional	Chelsey Gillion	Behavior Intervention Specialist
District-level Professional	Stephanie Sparks	Virtual School Coordinator

IMA Committee

Committee Role	Name	Position
Administrator	Paul Norton	Superintendent
Administrator	Autumn Thomas	Deputy Superintendent
Administrator	Holly Tucker	Chief Academic Officer
Administrator	Anita Clay	Executive Director of Business Operations
Administrator	Rusty Ogburn	Directory of Information Technology
Administrator	Jennell Ingram	Coordinator of Teacher Mentoring and Academic Services
Non-classroom Professional	Michael Clinton	Coordinator of Textbooks
Administrative Assistant	Beth Hague	Administrative Assistant
Administrator	Christy Tidwell	Executive Director of Curriculum & Instruction

Leader In Me Committee

Committee Role	Name	Position
Administrator	Patti O'Bannon	Principal
Administrator	Christy Tidwell	Exec. Director of Curriculum and Instruction
Instructional Coach	Amy Kyles	Interventionist and Instructional Coach
Classroom Teacher	Jennifer Leach	Classroom Teacher
Classroom Teacher	Jacquelyn Shelton	Classroom Teacher
Administrator	Amanda Sumpter	Assistant Principal
Instructional Coach	Marsha Geraci	Instructional Coach
Classroom Teacher	Cindy Shackelford	Classroom Teacher
Classroom Teacher	Donna Sturdivant	Classroom Teacher
Classroom Teacher	Jessica Higgs	Classroom Teacher
Classroom Teacher	Kayla Fleming	Classroom Teacher

Leadership Academy

Committee Role	Name	Position
Instructional Coach	Franshicka Banks-Brown	Instructional Coach
Classroom Teacher	Amanda Clevenger	Classroom Teacher
Classroom Teacher	Courtney Davis	Classroom Teacher
Classroom Teacher	Laura Dean	Classroom Teacher
Classroom Teacher	Michelle Flores-Thurston	Classroom Teacher
Classroom Teacher	Anne Granado	Classroom Teacher
Classroom Teacher	Tamara Hudspeth	Classroom Teacher
Classroom Teacher	Kedrick Jones	Classroom Teacher
Classroom Teacher	Jennifer Leach	Classroom Teacher
Classroom Teacher	Amber Merrick	Classroom Teacher
Classroom Teacher	Holly Mooneyham	Classroom Teacher
Classroom Teacher	Erika Purtle	Classroom Teacher
Classroom Teacher	Jacquelyn Shelton	Classroom Teacher
Classroom Teacher	Ashley Sims	Classroom Teacher

Literacy Committee Meetings

Committee Role	Name	Position
Administrator	Holly Tucker	Administrator
Administrator	Paul Norton	Administrator
Administrator	Autumn Thomas	Administrator
Administrator	Christy Tidwell	Administrator
Administrator	Laurie Pace	Administrator
District-level Professional	Kim Lee	District-level Professional
District-level Professional	Lori Bailey	District-level Professional
Classroom Teacher	Brooke Beall	Classroom Teacher
District-level Professional	Mindy Basurto	District-level Professional
Administrator	Melodie White	Administrator
Administrator	Brandy Debenport	Administrator
Administrator	Patti O'Bannon	Administrator
Non-classroom Professional	Angie Raney	Non-classroom Professional

Principal Meetings

Committee Role	Name	Position
Administrator	Lakesha Taylor	Administrator
Administrator	Bobbie Nichols	Administrator
Administrator	Jennifer Cross	Administrator
Administrator	Brandy Debenport	Administrator
Administrator	Patti O'Bannon	Administrator
Administrator	Amy Doss	Administrator
Administrator	Anne Slade	Administrator
Administrator	Melodie White	Administrator
Administrator	Angela Griffin	Administrator
Administrator	Mindy Gennings	Administrator
Administrator	Taryn Givan	Administrator
Administrator	Tim Lambert	Administrator
Administrator	Carla Dupree	Administrator
Administrator	Holly Tucker	Administrator
Administrator	Shawn Davis	Administrator
Administrator	Christy Tidwell	Administrator
Administrator	Amy Nix	Administrator
Administrator	Cathy Klopper	Administrator
Administrative Assistant	Beth Hague	Administrative Assistant - IS

SHAC Committee

Committee Role	Name	Position
District-level Professional	Jamie Friday	District-level Professional
Administrator	Holly Tucker	Administrator
Administrator	Christy Tidwell	Administrator
Administrator	Laurie Pace	Administrator
Administrator	Cathy Klopper	Administrator
Administrator	Brad Bailey	Administrator
Administrator	Tony Dollarhide	Administrator
Community Representative	Trina Johnson	Community Representative
Administrator	Amy Doss	Administrator
Administrator	Mindy Gennings	Administrator
Administrator	Sherry Young	Administrator
Administrator	Jennell Ingram	Administrator
Administrator	Mindy Basurto	Administrator
Non-classroom Professional	Suzie Inman, RN	School Nurse
Administrator	Christie Lammers	Administrator
Non-classroom Professional	Dana McAdoo	Counselor
Administrator	Erika Purtle	Administrator
Community Representative	Kristie Wright	Community Representative
Administrator	David Hardy	Administrator
Administrator	Melodie White	Administrator
Administrator	David Starnes	Administrator
Community Representative	Lindsey Pilgreen	Community Representative

Committee Role	Name	Position
Community Representative	Valerie DePriest	Community Representative
Community Representative	Stephen Gass	Community Representative
Community Representative	Jessica Paez	Community Representative
Community Representative	William Tippawong	Community Representative
Community Representative	Kim Glass	Community Representative
Community Representative	Kassandra Stephens	Community Representative
Community Representative	Evelyn Crittenden	Community Representative
Community Representative	Jen Dierkson	Community Representative
Community Representative	Felishia Trotter	Community Representative
Community Representative	Phuong Thi Huynh	Community Representative
Administrator	Paige McNeil	Administrator
Board of Trustees	Bill Kimbro	Board of Trustees
Business Representative	Brad Irvin	Business Representative

State and Federal Program Analysis Committee

Committee Role	Name	Position
Administrator	Nanette Power	Executive Director of Quality Assurance & MIS
Administrator	Anita Clay	Executive Director of Business Operations
Administrator	Holly Tucker	Chief Academic Officer
Administrator	Christy Tidwell	Executive Director of Curriculum and Instruction
Administrator	Shawn Davis	Director of Special Populations and Federal Programs

District Quality Improvement Council, 2019-20

Committee Role	Name	Position
Parent	Hank Bergt	Parent
Classroom Teacher	Bryana Clark	Classroom Teacher
Classroom Teacher	Amanda Clevenger	Classroom Teacher
Parent	Regina Crenshaw	Parent
Non-classroom Professional	Jennifer Cross	Principal
Parent	Brad Davis	Parent
District-level Professional	Shawn Davis	Director of Special Populations and Federal Programs
Non-classroom Professional	Carla Dupree	Principal
Business Representative	Angela Evans	Business Representative
Classroom Teacher	Michael Folse	Classroom Teacher
Classroom Teacher	Ryan Forrest	Classroom Teacher
Community Representative	Sarah Francis	Community Member
Classroom Teacher	Cynthia Gauntt	Classroom Teacher
Classroom Teacher	Casey Grant	Classroom Teacher
Business Representative	Dani Hamblett	Business Representative
Classroom Teacher	Jacqueline Hill	Classroom Teacher
Classroom Teacher	Cory House	Classroom Teacher
Classroom Teacher	Randy Jennings	Classroom Teacher
Non-classroom Professional	Andrew Jones	Assistant Principal
Business Representative	Ben King	Business Representative
Classroom Teacher	Jennifer Leach	Classroom Teacher
Business Representative	Sharon Maynard	Business Representative

Committee Role	Name	Position
Classroom Teacher	Christy McCarter	Classroom Teacher
Parent	Melissa McHenry	Parent
Classroom Teacher	Amber Merrick	Classroom Teacher
Classroom Teacher	Quoquise Nickleberry	Classroom Teacher
District-level Professional	Paul Norton	Superintendent
Community Representative	Michael Poret	Community Representative
District-level Professional	Nanette Power	Executive Director of Quality Assurance
Classroom Teacher	Erika Purtle	Classroom Teacher
District-level Professional	Jo Ann Rice	Assistant Superintendent
Business Representative	James Ross	Business Representative
Classroom Teacher	Cindy Shackelford	Classroom Teacher
Classroom Teacher	Deanna Smith	Classroom Teacher
Non-classroom Professional	Richard Stahl	Assistant Principal
District-level Professional	Autumn Thomas	Deputy Superintendent
District-level Professional	Christy Tidwell	Executive Director of Curriculum and Instruction
District-level Professional	Holly Tucker	Chief Academic Officer
Parent	Vickie Vital	Parent
Business Representative	Pam Wood	Business Representative
Non-classroom Professional	Laura Banks	Counselor

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jamie Friday	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)	George Moore	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<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	Autumn Thomas	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● 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 	<p>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</p>	<p>Sherry Young</p>	<p>The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<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 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Shawn Davis</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Holly Tucker</p>	