

Texarkana Independent School District

District Improvement Plan

2017/2018

THINK.WORK.ACHIEVE.



Texarkana

Independent School District

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Date Reviewed:

DMAC Solutions ®

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Texarkana ISD Mission, Parameters, and Beliefs

MISSION STATEMENT

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

PARAMETERS

We will always focus on students while valuing all people in the education process.

We will always strive for excellence.

We will always promote a culture of personal accountability and mutual respect.

BELIEFS

We believe...

All students are capable of success!

It is our responsibility to inspire students to believe in themselves.

Care and compassion create an environment that fosters hope and intrinsic motivation.

Every student should be provided an education that will prepare him or her for a successful future.

Diverse educational experiences best serve unique, individual needs.

Showing love and compassion to students, staff, parents and community members is essential.

The highest quality educators are necessary for the best results.

It is our responsibility to grow people.

Positive relationships with families are key to the success of the child.

Educating children is the job of everyone in the community.

District Quality Improvement Council Members

Name	Position
Allen, Paula	Community Member
Bailey, Brad	Secondary Administrator
Banks, Laura	Counselor - Non-Teaching Professional
Borowitz, Julie	Parent
Burt, Kim	Parent
Carpenter, Belinda	Teacher
Carr, Jana	Teacher
Coston, Sam	Teacher
Cross, Jennifer	Elementary Administrator
Davis, Shawn	District Ex-Officio
Dowdy, Lisa	Teacher
Garrett, Stacey	Teacher
Ghere-Folse, Michael	Teacher
Hilton, Robin	Teacher
Jones, Andrew	Elementary Administrator
Kirkham, Wes	District Ex-Officio
Kline, Jessica	Teacher
Mashburn, Brandy	Teacher
Maynard, Sharon	Community
Mchenry, Melissa	Parent
Medlock, Novella	Business
Merrick, Amber	Teacher
Norton, Paul	District Ex-Officio
Power, Nanette	District Ex-Officio
Rice, Jo Ann	District Ex-Officio
Roberson, Shannon	Teacher
Said, Valerie	Parent
Stahl, Richard	Secondary Administrator
Stuckey, Beverly	Parent

District Quality Improvement Council Members

Name	Position
Thomas, Autumn	District Ex-Officio
Thomas, Yolanda	Business
Vaughn, Donald	Community
Washington, Ricky	Teacher
Watson, Orland	Teacher
Wood, Amanda	Teacher
Wood, Pam	Business Member
Woods, Maria	Teacher

Resources

Resource	Source
CTE Funds	Federal
Focus Schools Grant	Federal
IDEA - Special Education	Federal
Perkins - CTE	Federal
Priority Schools Grant	Federal
Title 1 D - Prevention and Intervention	Federal
Title 1C Education of Migratory Children	Federal
Title I A Improving Basic Programs	Federal
Title II A-Training and Recruiting	Federal
Title II D-Education Through Technology	Federal
Title III - Bilingual-LEP-Immigrant	Federal
Title IV - Safe and Drug Free	Federal
Local	Local
Apple Grant	Other
I am a Leader Foundation Grant	Other
Bilingual/ESL	State
Foundation School Program	State
State Comp Ed	State
State GT	State
State Special Education	State

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 community is classified by the Texas Education Agency 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.

With a combined enrollment of 7,169 during the 2016-17 school year, Texarkana ISD is proud of its diverse population of students. 45% of the student body is comprised of African Americans, 14% - Hispanic, 34% - White, and 7% - two or more races, American Indian, Asian, and Pacific Islander. 68.4% of the students come from economically disadvantaged homes and 6.6% are English Language Learners.

Students are involved in many educational programs across the district and Texarkana ISD strives to provide a quality education for all students. 6.7% are served in the Bilingual program; 23.6% participate in Career and Technical Education courses; 5.4% in Gifted and Talented; and 9.5% in Special Education.

With approximately 50.8% of the students being 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 10.9 years which is equal to the state level at 10.9. The state turnover rate for 2015-16 was 16.5% while the district teacher turnover rate was at 18.5%. Approximately 61.7% of the teaching staff has 6 or more years of experience in the teaching field with 10% being zero year beginning teachers and 27.7% having 1-5 years of experience. The average class size for the district in grades Kindergarten through 6th grade is 21 students while grades 7 - 12 is compiled by subject area. There is an average of 12.8 students in English Language Arts at the secondary level, 20.5 in Foreign Language classes, 16.1 in mathematics, 18.5 in science, and 19.7 in social studies courses.

At the beginning of the 2016-17 school year, Texarkana ISD opened two new campuses. Waggoner Creek Elementary School is the district's 9th elementary campus and Texas Middle School opened its own sixth grade center allowing for expanded enrollment and more opportunities for students. Waggoner Creek will immerse students in a Discovery Learning Environment. Seven of the district's nine elementary campuses have now adopted the Leader in Me philosophy; while two elementary campuses (Theron Jones and Westlawn) are 1:1 with iPads as recipients of the national Apple ConnectEd grant.

Student Achievement

Student Achievement Summary

State Accountability

Texarkana ISD received a Met Standard rating for the 2016-17 school year, and all campuses met accountability standards for the 2016-17 school year.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

CAMPUS	RATING	INDEX 1	INDEX 2	INDEX 3	INDEX 4
TEXARKANA	Met Standard	72	40	38	74
TEXAS H S	Met Standard	75	21	41	79
OPTIONS	Met Alt Stand	44	13	21	100
TEXAS MIDDLE	Met Standard	70	36	34	39
HIGHLAND PARK	Met Standard	73	55	41	31
THERON JONES	Met Standard	See Westlawn			
WESTLAWN EL	Met Standard	56	51	29	16
NASH EL	Met Standard	80	47	44	39
SPRING LAKE	Met Standard	71	39	37	33
WAGGONER	Met Standard	82	44	41	34
WAKE VILLAGE	Met Standard	71	36	38	36
DUNBAR	Met Standard	See Westlawn			
MORRISS EL	Met Standard	99	63	80	94

Distinctions:

- HIGHLAND PARK: 2 Distinctions-Student Progress and Closing the Gap
- MORRISS EL: 6 Distinctions - Reading, Math, Science, Progress, Closing the Gap, Post Secondary Readiness
- NASH EL: 1 Distinction - Science
- SPRING LAKE PARK: 1 Distinction - Post Secondary Readiness
- WAKE VILLAGE: 3 Distinctions - Reading, Science, Post Secondary Readiness
- WESTLAWN: 1 Distinctions - Student Growth
- TEXAS MIDDLE SCHOOL: 1 Distinction - Reading/ELA
- TEXAS HIGH SCHOOL: 5 Distinctions - Reading, Math, Science, Social Studies, Post Secondary Readiness

Federal Accountability

In May, 2017, **preliminary** school year assessment results were disaggregated at the district level. Preliminary results of the System Safeguards Measures has prompted professional development initiatives being developed based upon identified needs related to increasing student performance, specific to English Language Arts/Reading for all students as well as specific subgroups. All campuses are designated as having Met Standard for the 2016-17 school year. The District is expected to meet 81% of the System Safeguards and will develop plans for the 2017-18 school year to address those safeguards. Many aspects of the Literacy Initiative will address areas of need. Once final accountability results are released other revisions and responses to district instructional planning will be made for the 2017-18 school year's initiatives. The District Improvement Plan reflects the district's comprehensive needs assessment related to student performance. TISD will continue to address the instructional needs of students through professional development on researched-based instructional strategies, in providing in-class (general ed) support to special education students, on the instructional planning process, and in delivering a viable and guaranteed curriculum using district tools and resources.

Federal Programs

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

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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 is in a transitioning 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.

State Programs

A review of the 2017 Performance Based Monitoring reports for Special Education and Bilingual Education from the 2016-17 data show that areas of improvement remain, including state assessment passing, in the grade level tests; reducing special education identification for African Americans; and improving upon discipline placement assignments of special education students. Professional development plans will continue in 2017-18 with the ongoing training for Collaborative Teaching, focusing on newly hired teachers to meet student needs. Response to Intervention emphasis has improved services which meet the needs of all students which in turn has a positive impact on the numbers of students being identified for special education services, including a declining number of African American students identified. The Multilingual Education department is extensive in it covers the testing and curricular needs of ELLs as well as meeting their affective needs. Our state required Targeted Improvement Plan has focused upon student performance for ELL and special education students, and has emphasized a decrease in special education discipline placements. Even with this emphasis, some needs are evident. Academic performance increases are slow to develop; it will take time as special education students spend more time than ever in general ed classrooms. ELL students did show improvements, yet the gains were not as high as desired. **Significant decreases** in all special education discipline removals were markedly indicative of campus leaders working diligently to keep students in their classrooms, while holding students accountable for their behaviors. The District Plan continues to detail the strategies selected to make improvements in services provided to all Special Populations.

School Culture and Climate

School Culture and Climate Summary

Texarkana ISD establishes a culture and climate of success for all through the following mission statement:

Mission Statement

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

With a district motto of **Tiger Ready: Think, Work, Achieve** - schools around the district come together with this purpose in mind. Although individual campuses reflect cultures unique to themselves, everyone unites under a common mission statement and purpose: **STUDENT ACHIEVEMENT AND SUCCESS**

Texas High School: TIGER STRONG

At Texas High School, students are academically enriched through a wide array of more than 425 course offerings presenting a broad range of choices to meet the interests and abilities of students. Featuring The Ross Perot STEM Academy, students focus on science, technology, engineering and math course content that is integrated within all core subject areas. The curriculum is innovative and college-focused with instruction on inquiry, problem-solving, decision making, discovery and project-based learning.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Texas Middle School:

Texas Middle School sets high standards to ensure that each student is academically successful and socially developed by offering a wide range of opportunities beyond the regular academic and extra-curricular activities. Students have the opportunity to explore, investigate and pursue their interests and aptitudes through career academies that focus on Innovative Design & Exploration of the Arts (IDEAs) and Science, Technology, Engineering & Math (STEM).

Texarkana ISD is proud to have seven elementary campuses considered as Leader in Me Campuses. **Nash Elementary** is in its 4th year of implementation and achieved the honor of begin designated as a Lighthouse campus at the end of the 2016-17 school year. **Westlawn** joined as a Leader in Me campus at the beginning of the 2014-15 school year and is beginning its fourth year. After being awarded a five year Leader in Me Foundation Grant, **Theron Jones** and **Highland Park** are beginning their 3rd year of implementation. **Morriss Elementary** is proud to be supported by a strong VIPs organization that is funding implementation for the staff and students in their third year of implementation of Leader in Me. **Wake Village and Spring Lake Park** are continuing their second year of implementation. The Leader in Me is based on the principles of Stephen Covey's *7 Habits of Highly Effective People*. **Dunbar Early Education Center** serves pre-kindergarten students ages 3-4 and places a primary focus on a developmentally appropriate instructional environment that lays a foundation for all future learning but will begin utilizing the 7 Habits terminology across the campus. TISD' 9th campus and newest elementary school, **Waggoner Creek Elementary**, begins it's second year as a discovery learning themed elementary school.

Texarkana ISD has two major focuses for the upcoming 3 - 5 year period. A continuing district initiative is the development of a high quality Behavior Rspone to Intervention Plan to increase the use of positive behavior supports across the district. The second major focus and newest district initiative is a three year focus on the development of literacy across all grades and campuses using the balanced literacy approach. By increasing student reading levels across all campuses will provide the tools to help students be more successful across all areas and improve student behavior and learning through engaged literacy environments.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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 pay check. 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.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

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. According to an article by Linda Darling-Hammond and Stanford University Professor Charles E. Ducommun², there is not a general, nation-wide teacher shortage. “There is, however, a maldistribution of qualified teachers across states and districts – and a shortage of teachers willing to work for low wages under poor working conditions.” In addition, the 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 work force 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. A recent change to the EC-6 Generalist certification exam, the most frequently taken teacher certification exam, requires examinees to score satisfactorily in each of the core subject areas. Minority applicants continue to be a challenge to recruit, as the gap between the number of minority teachers and the growing minority student population widens.

Staff Quality, Recruitment and Retention Needs

Based on a survey of all teachers in spring 2016 on what teachers believed were their greatest needs in terms of TTESS and from a survey on what teachers felt would benefit them, it was decided that a district conference would best fit their needs for back to school professional learning. The INSPIRE-CHALLENGE-ENGAGE conference was schedule and offered staff members with opportunities to choose their sessions based on individual need. The conference had both in and out of district presenters with over 200 sessions and 100 different presenters providing workshops focused on differentiation of student learning, planning instruction for higher level thinking, and classroom management.

Classroom management still continues to be a priority along with RTI. The district will begin to address these two areas by continuing to research quality models.

Staff Quality, Recruitment and Retention Summary

Texarkana ISD has made a commitment to providing professional development for all teachers who are lifelong learners and who want to pass that learning on to our students. To provide teachers with opportunities for instructional planning, the district adjusted the 2016-17 calendar to include multiple professional learning days to collaborate and plan with grade level teams and departments. The past two years have provided a focus on the effective delivery of instruction designed to engage the learner. The 2017-18 calendar does include professional development days within the school year for instructional and team planning opportunities. Based on stagnant

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

reading scores and writing results, the district completed a curriculum audit of the English Language Arts/Reading and Bilingual Programs in the district. The results of that curriculum audit led the district to embark on a Literacy Initiative to implement high quality balanced literacy across the district K-12. A steering committee developed a three year implementation and sustainability plan. Year one will focus on the training and implementation of phonics/word study as part of the balanced literacy block. Year two's primary focus will be the Reading Workshop and year three will be the Writing Workshop.

After researching multiple literacy training possibilities, the steering committee elected to choose the LETRS (Language Essentials for Teachers of Reading and Spelling) training. Reasons for the choice include - the training can be used with any curriculum or program because it teaches the foundation of teaching reading, the Texas Education Agency used it as the foundation for their Literacy Academies, and it allowed for sustainability by providing the option to build a cadre of certified district trainers. Additionally, it was the most cost effective of the other possibilities that were researched.

Literacy Initiative:

Year 1: Phonics/Word Study will be the focus and all teachers of reading in Grades K-3 will receive training on the LETRS modules 1,2,3 and 7 in order to build a strong foundation for teaching reading.

Year 2: Readers' Workshop will be the focus and LETRS training modules 4,5,6, and 9 will be delivered and grades 4-12 will begin elements of their training on Modules 1,2,3, and 7.

Year 3: This focus for the final year will be the Writers' Workshop and all Cadres will finish out the final Module 10.

Throughout the three years, teacher leaders will be identified across the district to become district trainers in order to ensure sustainability and build capacity throughout the district. As part of the Literacy Initiative, a Director of Humanities was hired to lead the planning and implementation of balanced literacy across the district. In addition, the district added both a PK-2 and 3-6 ELAR coordinator to provide teachers with specialized assistance while implementing balanced literacy. With the addition of the director and two ELAR coordinators, we are able to provide many after school opportunities to give the teachers more learning on components of balanced literacy in addition to the phonics.

We believe that teachers are open to high quality ongoing professional development that provides them with current and relevant strategies that can be implemented in their classrooms on a daily basis. The needs include providing more hands-on learning strategies in more content specific professional development sessions. It was also established that behavior issues can impede instruction and that the district must provide more tools for teachers in regard to behavior and classroom management. Collaborative teaching will continue to be a major district initiative that began in May 2013 and continues with its fourth year of implementation.

Another major initiative in the district is to continue implementation of a coaching model to provide teachers with job-embedded training and the instructional leadership to help guide and facilitate learning. The district participated with the Learning Keys group to pilot Intentional Coaching training in September 2015 with follow-up throughout the fall semester with the Instructional Coaches. In order to fully implement the coaching process for the 2016-17 school year, the major professional development initiative will be to take learning to a deeper level through ongoing coaching and feedback. All campus and district instructional leaders attended Intentional Coaching training as well as the TTESS (Texas Teacher Evaluation and Support System) training for effective implementation of the new teacher evaluation system during the spring semester and summer 2016. Professional development should encompass more modeling in the context of the classroom with more collaboration across grade levels and campuses. The need to effectively implement Professional Learning Communities is a priority for Texarkana ISD and will be implemented as Instructional Focus Teams. The intentional coaching process continues to be implemented and monitored for quality. All new administrators received training on the Intentional Coaching process during the summer of 2017.

High quality training on the new assessment system will be another top priority along with the continued implementation of a rigorous curriculum and providing a more standards-based instructional setting throughout TISD. A continued focus for professional development will include training in Science, Technology, Engineering, and

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Mathematics (STEM) along with additional training on the implementation of Project-Based Learning. Training will also be provided to teachers in the newly established IDEAS Academy at Texas Middle School. Sheltered Instruction Observation Protocol (SIOP) has been provided to all core staff members with follow-up sessions in professional learning communities to provide additional training to increase the student achievement of our English Language Learner (ELL) population as well as our special education population.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

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 a coordinator of professional development, 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. In March 2017 an outside agency was brought in to conduct a full curriculum audit for Texarkana ISD.

Based the Curriculum Audit findings, TISD received the following recommendations--

- Revise 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 better system of communication and accountability district-wide.
- Improve curriculum planning to better direct curriculum development, implementation, monitoring, evaluation, and revision for English Language Arts and reading and ESL/Bilingual. Create a focused, specific description of what effective ELAR and SLAR instruction looks like in every classroom and 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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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 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.

Family and Community Involvement

Family and Community Involvement Summary

Parental and community partner involvement are areas of focus for Texarkana ISD. Campus and District level committees meet regularly to determine the needs of the schools. Parental involvement continues to grow throughout the district as parents are invited to many various forums to discuss the learning of their children. Parents are able to volunteer on campuses, join site-based committees, and work closely with their students by staying plugged into parent / school communication portals. The District also has a strong commitment to the community, supporting many community based functions. The District continues to show its leadership within Texarkana and responds to the input gathered from area stakeholders.

During 2016-17 and 2017-18 school years, all counselors in the district have been trained and certified to present the 7 Habits of Highly Effective Families. The district also offers a monthly Leadership Luncheon that highlights students from each campus who have exhibited leadership skills at their campus.

School Context and Organization

School Context and Organization Summary

Texarkana ISD is located in the northeast corner of the state of Texas. The community is a diverse population and the infrastructure of our community is undergoing many changes, including increased retail and hospitality services along with the construction of new transportation routes. Our community is constantly on the "go", literally, in the sense that our students are highly mobile across campuses within our district and even across district and state lines to other local school districts. With many unique curricular and extra-curricular offerings, TISD has maintained an enrollment of over 7,200 students and will continue to grow in this measurement. The Foreign Language Program will also utilize virtual learning portals by expanding itself via the Texas Virtual School Network. These and other opportunities are being created in part by

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

participants of both campus and district level committees, including each respective site-based decision-making committee. While providing these special offerings, the district will maintain a balanced budget and will still provide the necessary instructional space and satisfy the demand for technology. As economic woes threaten school funding, opportunities for maximizing non-traditional grants as funding sources will be researched and taken advantage of. Texarkana ISD will continue to collaborate with the two schools of higher learning in the Texarkana community, Texarkana Community College and Texas A and M University- Texarkana. With the rigor of the new state STAAR assessment and the need to meet the federal requirement of the System Safeguards, district discussions and community meetings led to the decision to realign three academically challenged campuses that are geographically close. As a result, Dunbar Intermediate School, Theron Jones Early Literacy Center, and Westlawn Elementary School were realigned to be a pre-kindergarten center, a kindergarten to 2nd grade center, and a 3rd to 5th grade center respectively. A concern of parents was to increase capacity for three and four-year old students who qualify for pre-kindergarten. The realignment creates an opportunity to invite Head Start to deepen the partnership with the district by expanding enrollment and moving onto the Dunbar campus. Head Start agrees to increase student capacity in the TISD classes and to bring their four classes to Dunbar. Texarkana ISD has opened Waggoner Creek Elementary as its 9th elementary campus in August 2016 and has an instructional focus of utilizing a discovery learning approach.

Technology

Technology Summary

As educational demands continually evolve, Texarkana Independent School District strives to ensure that students and staff have access to relevant technology. To help achieve this feat, TISD plans to update the district Technology Plan, which will guide us well into the future. Within this plan, TISD will remain determined to expand customer service and quality assurance, while continuing to expand collaborative initiatives between Instructional Services and Information Technology. Combined, these efforts will expand the effective integration of technology within the educational setting. In addition, TISD will develop and maintain an accurate and effective technology inventory system, which will guide budgeting proposals. This system will help determine annual needs, while also assisting in the establishment of a revolving replacement cycle. With such systems in place, TISD will continue to maintain a sound and secure technology infrastructure, which will supplement classroom instruction and support business operations.

Theron Jones Early Literacy Center and Westlawn Elementary are beginning their third year of implementation of the National Apple ConnectEd Grant which has provided those campuses with a 1:1 technology environment for all students and teachers at both campuses. The campuses have been outfitted with all appropriate infrastructure and hardware needs to ensure quality implementation and effective wireless capabilities. All teachers and administrators at each campus have received a MacBook Air, iPad Mini and Apple TV while each student will received a full sized iPad. Ongoing professional development with Apple trainers is scheduled throughout the school year in a job-embedded learning format to ensure quality implementation.

2017-18 school year has marked the first year that all TISD staff have a district level Google account that allows us to provide training on the use of Google Classroom and other elements of Google to engage students and provide more creative ways to integrate technology throughout the district.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Demographics
Community Input
Data Walks
Disaggregated STAAR Data
Discipline Referrals
District Policies
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Graduation Records
Growth Projections
Highly Qualified Staff
Homeless Students
Maintenance Records
Mobility Rates
Multi-Year Trends
Parent Participation
Parental Involvement Policy
PBM Risk Levels
PDAS Walkthrough-Observation
PEIMS Reports
Professional Development
Promotion/Retention Rates
Report Card Grades
Safe Schools Checklist
SCE Policy
Semester Exam Grades
Special Programs Evaluations
Special Student Populations
Staff/Parents/Community/ Business members involved w/SBDM

Comprehensive Needs Assessment

Standardized Tests

Summary of Student Progress (not taking STAAR)

Survey and Interviews of Students/Staff/Parents

Teacher Turnover Rates

Texarkana Independent School District

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.

Objective 1. By May 2020, district K-2 students scoring "still developing" will decrease 10 percentage points as indicated on TPRI and Tejas Lee through full implementation of the balanced literacy model for ELAR/SLAR K-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ PK-2 ELAR Coordinator to train/support PK-2 classroom teachers with researched based instructional processes. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Director of Humanities, Executive Director of Instructional Services, Human Resources	July 2017	(F)Title 1 D - Prevention and Intervention	Summative - K-2 TPRI Data Walks TTESS Classroom Observation Informal Classroom Walks
2. District K-2 classrooms will implement Fountas & Pinnell Phonics program for all K-2 classrooms. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,7)	Campus Administrators, Director of Humanities, Instructional Services, PK-2 ELAR Coordinator, Teacher(s)	August 2017		K-2 TPRI Data Walks T-TESS Classroom Observations
3. District will provide LETRS training to all K-2 administrators, general education teachers, special education teachers, bilingual teachers, instructional coaches, interventionist, and paraprofessionals. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 7)	Coordinator of Professional Development , Director of Humanities	Summer 2017, October 2017	(L)Local	Workshop Evaluation K-2 TPRI Data Data Walks TTESS Classroom Observations
4. Provide ongoing professional development opportunities on Fountas & Pinnell program and integrating phonics into all aspects of the literacy block. (Title I SW: 2,4) (Target Group: K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 3)	Coordinator of Professional Development , Director of Humanities, PK-2 ELAR Coordinator	2017-18 School Year	(L)Local	K-2 TPRI Data Walks TTESS Classroom Observations
5. Monitor implementation of Fountas & Pinnell Phonics instruction through classroom visits. (Target Group: K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 3,7)	Coordinator of Professional Development , Director of Humanities, PK-2 ELAR Coordinator	2017-18	(L)Local	TTESS Classroom Observations Instructional Services Calendar Learning Walks
6. Implement strategies for increasing library reading activities that coincide with teachers' instructional plans. (Target Group: All) (CSFs: 4)	Coordinator of Library Services, Director of Humanities	2017-18 School Year		Library Activity Plans Classroom Observations
7. Improve literacy skills for LEP students by utilizing technology systems including Imagine Learning and Reading A-Z. (Target Group: ESL, LEP)	Coordinator of Elementary Instructional Technology, Coordinator of Multilingual Education, Principal, Teacher(s)	Fall 2017-Spring 2018		Log in Reports, Unit Assessment, STAAR Results

Texarkana Independent School District

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.

Objective 2. By May 2020, district 3-8 students scoring approaching grade level will increase to 80% as reported on STAAR Reading and 78% on STAAR Writing and district English I and II enrolled students scoring approaching grade level will increase to 70% through full implementation of the balanced literacy model for ELAR/SLAR 3-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All beginning ELLs will receive Imagine Learning English/Espanol, as appropriate, each week. (Target Group: LEP) (Strategic Priorities: 2,4) (CSFs: 2,4)	Coordinator of Multilingual Education, Director of Humanities, Principal, Teacher(s)	Goal Time of 100 Minutes Per Week	(F)Title III - Bilingual-LEP-Immigrant	Data from Imagine Learning to Demonstrate progress in English Language proficiency and literacy skills in appropriate language.
2. Incoming 9th graders, who did not pass 8th grade STAAR Reading, will be placed in a Creative Writing class to prepare them for 9th grade EOC the following year. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Administrators, Counselor(s), Teacher(s)	2017-18 School Year		No Red Ink STAAR Benchmarks
3. Employ 3-6 coordinator to train/support classroom teachers on researched based instructional processes. (Title I SW: 2,4,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,7)	Director of Humanities, Executive Director of Instructional Services, Human Resources	July 2017	(L)Local	STAAR Data Walks TTESS Classroom Observations
4. Provide professional development focusing on word study to promote improvement in reading comprehension. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	3-6 ELAR Coordinator, Coordinator of Professional Development, Director of Humanities	2017-18 School Year		STAAR Data Walks TTESS Classroom Observations
5. Monitor word study instruction through classroom visits. (Target Group: All) (CSFs: 1,7)	3-6 ELAR Coordinator, Campus Administrators, Coordinator of Professional Development, Director of Humanities, Instructional Coach	2017-18 School Year		TTESS Observations Instructional Services Calendar Learning Walks
6. Provide additional targeted instruction 2-3 times per week for students who have not been successful on STAAR assessments. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4)	Campus Administrators, Instructional Coach, Principal, Teacher(s)	2017-18 School Year		STAAR Data Walks TTESS Classroom Observations
7. Increase opportunities for LEP students to write daily in all content areas. (Title I SW: 2) (Target Group: LEP)	Coordinator of Multilingual Education	Spring 2018		Journals; Writing Rubrics-Samples; Lesson Plans, student achievement

Texarkana Independent School District

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.

Objective 2. By May 2020, district 3-8 students scoring approaching grade level will increase to 80% as reported on STAAR Reading and 78% on STAAR Writing and district English I and II enrolled students scoring approaching grade level will increase to 70% through full implementation of the balanced literacy model for ELAR/SLAR 3-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Implement after-school tutorials for LEP students to provide enrichment and acceleration. (Title I SW: 9) (Target Group: LEP)	Coordinator of Multilingual Education	Spring 2018		Tutorial Rosters, Unit Assessment Results, STAAR Results

Texarkana Independent School District

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.

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%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct at least two vertical team meetings per year to identify problem areas, align vocabulary, and align strategies for each campus. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Coord. of Elem. Math and Science, Coordinator of Professional Development , Director of STEM, Instructional Coach	2017-18 School Year		Attendance Sheets from Team Meetings Alignment Documents Vocabulary Documents STAAR Data Walks TTESS Classroom Observations
2. Provide at least two professional development sessions per semester for both elementary and secondary math teachers that promotes rigorous lessons. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Coord. of Elem. Math and Science, Coordinator of Professional Development , Coordinator of Secondary Mathematics, Director of STEM	2017-18 School Year		Attendance sheets from PD STAAR Data Walks TTESS Classroom Observations
3. Meet with math grade level teachers on each campus and supply the name of at least one mathematical literature book along with lesson ideas that relate to specific TEKS that can be used with the upcoming units. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	3-6 ELAR Coordinator, Coord. of Elem. Math and Science, Director of STEM, Instructional Coach, PK-2 ELAR Coordinator	2017-18 School Year		Attendance Sheets Curriculum Documents Children's Literature Data Walks Classroom Observations
4. Encourage math teachers to enroll in professional development offered by TISD staff that demonstrates how to use Content Related Literature in their math and science classes. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Coord. of Elem. Math and Science, Coordinator of Secondary Mathematics, Instructional Coach	2017-18 School Year		Attendance Sheets Classroom Observations Lesson Plans to include Literacy Data Walks

Texarkana Independent School District

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.

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%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide at least two professional development sessions per semester for science teachers that promotes rigorous lessons. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Coord. of Elem. Math and Science, Coordinator of Professional Development , Director of STEM, Instructional Coach	2017-18 School Year		Attendance Sheets from Team Meetings Alignment Documents Vocabulary Documents STAAR Data Walks TTESS Classroom Observations
2. Meet with science grade level teachers on each campus and supply the name of at least one science literature book along with lesson ideas that relate to specific TEKS that can be used with the upcoming units. (Target Group: All)	3-6 ELAR Coordinator, Coord. of Elem. Math and Science, Instructional Coach, PK-2 ELAR Coordinator	2017-18 School Year		Attendance Sheets Curriculum Documents Children's Literature Data Walks Classroom Observations
3. Encourage science teachers to enroll in professional development offered by TISD staff that demonstrates how to use Content Related Literature in their math and science classes. (Target Group: All)	Campus Administrators, Coord. of Elem. Math and Science, Instructional Coach, Teacher(s)	2017-18 School Year		Attendance Sheets Classroom Observations Data Walks
4. Provide targeted vocabulary instruction using sheltered instruction strategies. (Title I SW: 3,4) (Target Group: LEP)	Coordinator of Multilingual Education	Fall 2017-Spring 2018		Unit assessments; formative assessments; STAAR results

Texarkana Independent School District

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.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate through monthly newsletter the vision and implementation process of G Suite. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology	2017-18 School Year		Copies of Newsletters Classroom Observations of Artifacts G-Suite Management Console
2. Train key staff members on different levels of G Suite. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology	2017-18 School Year		Attendance Sheets Classroom Observation of Artifacts G-Suite Management Console
3. Key staff members to provide training on different levels of G Suite to other staff members. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology	2017-18 School Year		Attendance Sheets Classroom Observations of Artifacts G-Suite Management Console Data Walks TTESS Goals
4. Google Educator Level 1 & 2 Certification. (Title I SW: 4) (Target Group: All)	Information Technology, Instructional Technology	2017-18 School Year		Certification Documents
5. Provide recognition of certification levels 1 & 2. (Target Group: All)	Information Technology, Instructional Technology	2017-18 School Year		District Website

Texarkana Independent School District

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.

Objective 6. SPED STAAR 3-8 Passing Rate for Reading, as measured by PBMAS and addressed in the Targeted Improvement Plan, will increase from 32.9% to 40% following the 2018 STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Perform walk throughs of collaborative teaching classrooms. (Target Group: SPED)	Coordinator of SHARS & Special Services, Coordinator of Special Education, Director of Special Populations	Weekly		Dated Observation Notes
2. Provide training to campus testing coordinators and diagnosticians on allowable accommodations for state testing. (Target Group: SPED)	Coordinator of Assessment, Counseling, 504, Director of Special Populations	Expected Fall 2017 - Upon TEA Release	(F)IDEA - Special Education	Sign In Sheets Appropriate Accommodations Used to Impact Student Achievement
3. Provide STAAR Alt 2 training and preparation activities. (Target Group: SPED)	Coordinator of Assessment, Counseling, 504	Winter 2018	(F)IDEA - Special Education	Sign In Sheets STAAR Alt 2
4. Schedule and host SPED PLCs for both collaborative and alternate teachers. (Target Group: SPED)	Director of Special Populations	Monthly		Sign In Sheets
5. SPED teachers will participate in Core Content professional development. (Target Group: SPED)	Director of Special Populations, Instructional Services	As Offered and Scheduled		Sign In Sheets Increase Special Education STAAR Passing Rate
6. IEP goal writing training will be provided to SPED teachers. (Target Group: SPED)	Coordinator of Special Education	Each Semester	(F)IDEA - Special Education	IEP's Sign In Sheets Documenting Attendance
7. Resources required by IEP, as documented in IEP, will be obtained in response to ARD decisions. (Target Group: SPED)	Campus Administrators, Diagnostician (s), Director of Special Populations, Therapists	Ongoing	(F)IDEA - Special Education	ARD Documents and Purchase Orders
8. Purchase and have available SPED eligibility assessment materials as a part of the child find process. (Target Group: SPED)	Coordinator of Special Education, Diagnostician (s), Director of Special Populations, Therapists	Ongoing	(F)IDEA - Special Education	Special Education Evaluations Purchase Orders

Texarkana Independent School District

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.

Objective 7. By May 2020, district instructional targets for student friendly learning objective (96%), level of thinking application –evaluation (80%) and student engagement (50%) as reported through DataWalks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the percentage levels in data walks by campus and district monthly.	Chief Academic Officer	Monthly throughout year		
2. Instructional Services will complete calibration walks with all assistant principals and principals. (Strategic Priorities: 1)	Chief Academic Officer, Coordinator of Professional Development , Executive Director of Instructional Services	Fall		Pre-conf/Post-conf minutes, follow-up emails
3. Conduct end of day focus visits with principals to analyze and provide feedback on Student Friendly Learning Objectives. (Strategic Priorities: 1,2,4)	Chief Academic Officer	Once in the Fall and Once in the Spring		Established Schedule of Focus Visits, Follow-up Email, Increased percentage of SFLO as reported on Datawalk report
4. Analyze data by content area during monthly principal meetings to develop targeted support for teachers from the campus and district levels. (Strategic Priorities: 1,2,4)	Chief Academic Officer	Monthly		Principal mtg. agenda, minutes from the meeting, PD sessions, PLC/IFT meetings, and/or staff meeting agenda/sign-in sheets

Texarkana Independent School District

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.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Initiate a program evaluation of the Bilingual Program in Pre-K through 5th grade to determine effectiveness. (Title I SW: 1) (Target Group: H, LEP)	Director of Humanities	Begin November 2017		Program Evaluation Summary
2. Intentionally monitor bilingual/ESL student performance data on all district common assessments and design intervention based on needs. (Title I SW: 1) (Target Group: H, ESL, LEP)	Coordinator of Multilingual Education	Following each District Assessment period		STAAR Data Tejas Lee District Common Assessments and Benchmarks
3. Provide training for newly hired classroom teachers to incorporate the English Language Proficiency Standards (ELPS) daily to include Language Objectives. (Title I SW: 3,4) (Target Group: H, ESL, LEP)	Coordinator of Multilingual Education	Summer and Fall 2017		Lesson Plans, Walkthroughs
4. Provide an ELL Literacy Lab for newcomers and beginning level ESL students. (Target Group: H, ESL, LEP)	Coordinator of Multilingual Education	2017-18 School Year		Roster - TELPAS

Texarkana Independent School District

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

Objective 1. Special education student discretionary discipline removals at secondary campuses to ISS, OSS, and DAEP will each decrease as measured by the End of Year Discipline Report from the PEIMS office. *(awaiting final previous EOY measure to set an actual target/ is directly tied to new Title IV application)*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide one general education and one special education provider as a "Trainer of Trainers" to serve all campuses in TBSI / Handle With Care. (Target Group: SPED)	Coordinator of Professional Development , Director of Special Populations	Annually	(L)Local	Certification of Two Trainers Number of People Receiving Training
2. Provide an aide to Texas Middle to assist in discipline settings. (Target Group: SPED)	Director of Special Populations, Principal	August 2017	(F)Title IV - Safe and Drug Free	Reduction of middle school special education students removed to DAEP.

Texarkana Independent School District

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

Objective 2. 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate through monthly newsletter the vision and implementation process of G-Suite. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology	2017-18 School Year		Copies of Newsletters Classroom Observations of Artifacts G-Suite Management Console
2. Train key staff members on different levels of G-Suite to facilitate appropriate technology integration. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology, G-Suite Certified Trainers	2017-18 School Year		Attendance Sheets Classroom Observation of Artifacts G-Suite Management Console
3. Key staff members to provide training on different levels of G-Suite. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology, G-Suite Certified Trainers	2017-18 School Year		Attendance Sheets Classroom Observations of Artifacts G-Suite Management Console Data Walks TTESS Goals
4. Google Educator Level 1 and 2 Certification. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology	2017-18 School Year		Attendance Sheets Classroom Observations of Artifacts G-Suite Management Console Data Walks TTESS Goals
5. Instructional Technology will monitor increase through Google Admin Console. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Secondary Instructional Technology	2017-18 School Year		Google Management Console

Texarkana Independent School District

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

Objective 3. Conduct a student survey on school culture, initiatives, extra-curricular involvement, etc. with 65% response rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Research questioning strategies in order to gain the targeted information desired by the survey from students. (Target Group: All)	Chief Academic Officer, Coordinator of Professional Development	November 2017		Completed Survey for dissemination
2. Create an electronic version of the survey that is grade level appropriate in order to collect feedback from students at all levels.	Chief Academic Officer, Coordinator of Professional Development	November 2017		Copy of electronic versions with multiple levels of responding.
3. Develop a schedule with each elementary campus to have students complete the survey during their technology time and secondary campuses during their electives within a two week time period.	Chief Academic Officer, Coordinator of Professional Development	November 2017		Campus schedule, completed survey report by teacher
4. Monitor the number of completed surveys every 2 days of the two week survey window to track return rate.	Chief Academic Officer, Coordinator of Professional Development	November 2017 - two week window		Return Rate Tracking document, completed survey numbers

Texarkana Independent School District

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

Objective 4. Decrease K-2 discipline referrals by 15% through implementation of Leader in Me Positive Behavior Program by May 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Elem. Discipline committee to research the integration of Leader in Me and Positive Behavior Intervention and Supports and develop an integrated model for district wide implementation.	Chief Academic Officer	February 2018		Completed Model Document
2. Provide professional development on the effective use and implementation of the Leader in Me PBSI model for all K-2 teachers.	Coordinator of Professional Development	September 2018		PD Calendar of Events, Attendance Records
3. Create baseline data of K-2 discipline referrals based on behavior during the 2017-18 school year.		March 2018		
4. Create videos of effect lesson delivery for each targeted student expected behavior in the classroom/campus and post to a central location for teachers to access.	Coordinator of Professional Development	August 2018		Completed videos, Web access
5. Track and monitor disciple referrals based on behavior, utilize that information to develop refine the Leader in Me PBIS model and develop additional lessons as needed to meet the need.	Chief Academic Officer	2018-2019		Tracking Document, Revised Leader in Me PBIS model

Texarkana Independent School District

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule "snack and chats" with all beginning - first year teachers to provide support using the TXBess Mentoring Framework. (Target Group: All)	Coordinator of Mentoring and Academic Services	Fall 2016-Spring 2017		Sign in Sheets, Agendas, Documentation of attendance
2. Establish teacher support teams that include the Coordinator of Mentoring, the principal, campus mentor teacher, and instructional coach that will surround new teachers with multiple levels of support. (Target Group: All)	Coordinator of Mentoring and Academic Services, Executive Director of Instructional Services	Fall 2016-Spring 2017		Teacher Retention, Satisfaction Surveys
3. Provide additional and ongoing supports for teachers at the Dunbar, Theron Jones, and Westlawn campuses by retaining retired principals to observe, coach and mentor new hires as needed. (Title I SW: 5) (Target Group: All, AtRisk)	DCSI, Deputy Superintendent, Principal	August 2016 and as needed		Teacher Retention Rate, Surveys, Student Assessment Results
4. Increase existing stipends for hard-to-fill areas (Strategic Priorities: 1)	Deputy Superintendent	May 2018		Stipend study, Increased stipends in these areas
5. Enhance and expand the mentoring program for new teachers (Strategic Priorities: 1)	Deputy Superintendent	May 2018		Improved retention of new teachers, particularly first year teachers, calendar of mentoring program events, sign-in sheets
6. Enhance and expand the District's Leadership Academy for aspiring administrators. (Strategic Priorities: 1)	Deputy Superintendent	April 2018		Increased pool of administrator candidates for future openings, Leadership Academy Agenda/Schedule, Sign-in sheets
7. Expand the Pathway to Teaching program (Strategic Priorities: 1)		May 2018		Increased number of participants in program, increased teacher applicant pool, particularly in hard-to-fill areas
8. Schedule ongoing recognition/appreciation activities to boost teacher morale.		May 2018		Improvement in teacher morale as evidenced through annual District survey; increased teacher retention

Texarkana Independent School District

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Develop and implement a Teach Texarkana "grown your own" program for guiding District students into a career in teaching. (Strategic Priorities: 1)	Deputy Superintendent	May 2020		Participation in program leading to increased pool of teacher applicants. Increased enrollment in Education and Training career pathway.
10. Implement semester perfect attendance awards for staff. (Strategic Priorities: 1)	Deputy Superintendent	May 2018		Improvement in overall teacher morale as evidenced through annual District survey.

Texarkana Independent School District

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Institute an employee referral program. (Strategic Priorities: 1)	Deputy Superintendent	Spring 2018		Increased applicant pool
2. Select and implement an applicant selection tool. (Strategic Priorities: 1)	Deputy Superintendent	Fall 2018		Increased teacher retention rates, increased number of highly qualified candidates
3. Establish an effective process for ensuring completion and submission of exit interview information for impact on recruitment. (Strategic Priorities: 1)	Human Resources	May 2018		Data that can be used for determining recruitment strategies, development of recruitment strategies to address negative exit interview results.
4. Expand recruitment through social media outlets and online job sites. (Strategic Priorities: 1)	Human Resources	Spring 2019		Increased applicant pool
5. Develop a strategic recruitment event calendar. (Strategic Priorities: 1)	Deputy Superintendent	Spring 2018		Calendar of recruitment events, increased applicant pool

Texarkana Independent School District

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

Objective 3. Increase the percentage of effective teachers by 5% on high minority/high poverty campuses as identified through the equity gap analysis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early identification of struggling staff and effective implementation of the intentional coaching model.	Director of Humanities	September 2017		Walkthroughs, Instructional Coaches logs
2. Maximize the instructional coaching model by videoing and live streaming model teaching sessions for timely professional development.	Coordinator of Professional Development	December 2017		Completed Videos, Instructional Coach logs
3. Professional learning opportunities targeting strategies for working with students of color and poverty.	Coordinator of Professional Development	Monthly 2017-2018		PD Calendar of Events, Agendas of Campus IFT, faculty meeting, PLCs

Texarkana Independent School District

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

Objective 1. By May 2020, increase parent and community encounters by four percent.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the number of Leader in Me 7 Habits of Highly Effective Families workshops. (Title I SW: 6)	Assistant Superintendent	Once in Fall and Spring		Calendar of Events, Sign-in sheets, Promotional materials
2. Enhance marketing the Dream/Chick Fil-A Leader Academy	Assistant Superintendent	Monthly		Increased number of volunteer mentors, 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.	Chief Academic Officer	November, February, April		Principal meeting agenda, Marketing for workshop, Calendar of Events, Sign-in sheets at events
4. Review the parent/community involvement campus documentation and reporting process.	Assistant Superintendent, Chief Academic Officer	November		Formative - Increased parent/community documented participation, Written expectations
5. Continue the Latino Family Literacy Program at Highland Park Elementary and launch at Nash Elementary, Texas High School and Texas Middle School, and develop a plan for training and implementation of the program at elementary campuses with ESL only programs to increase the reading ability of English Language Learners. (Title I SW: 6) (Target Group: H, ESL, LEP)	Coordinator of Multilingual Education	Fall 2017-Spring 2018		Training Agendas, Implementation Documentation

Texarkana Independent School District

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

Objective 2. By May 2020, increase school to business partnerships by four percent.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review business partnership agreements and update as needed based on need.	Assistant Superintendent	May 2018		Updated agreements as needed
2. Evaluate current need verses list of current partnerships to identify specific partnerships that are needed to pursue for partnerships.	Assistant Superintendent	May 2018		Evaluation of need and partnership list, increased number of business partnerships
3. Monitor the economic development of Texarkana and surrounding areas for new partnerships.	Assistant Superintendent	Monthly		Economic Development reports

Texarkana Independent School District

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

Objective 3. Develop and publish by November 2017 a District Community Based Accountability System report based on areas of high importance to stakeholders as identified through stakeholder survey data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and identify areas of high important to the district community based on survey results.	Executive Director of Quality Assurance	August 2017		List of areas of high importance
2. Collect the data to be reported on identified areas of importance.	Executive Director of Quality Assurance	September 2017		
3. Develop the media format for which the information will be arranged and presented to the community and create the final reporting product.	Executive Director of Quality Assurance	October 2017		Final CBAS report for TISD
4. Develop and execute a plan for dissemination of the TISD CBAS report, to include district web-site, social media, community organization presentations of the report by the district, etc.	Executive Director of Public Relations, Superintendent	October 2017		Dissemination Plan, Website link, Agendas for community organization meetings

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.