

Texarkana Independent School District

District Improvement Plan

2016/2017

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
Aldridge, Charles	Teacher
Allen, Paula	Community Member
Bailey, Brad	Principal
Banks, Laura	Counselor - Non-Teaching Professional
Borowitz, Julie	Parent
Burt, Kim	Parent
Carpenter, Belinda	Teacher
Coston, Sam	Teacher
Danley, Tammy	Teacher
Davis, Chris	Teacher
Davis, Shawn	District Ex-Officio
Dowdy, Lisa	Teacher
Golston, Kamilah	Teacher
Hilton, Robin	Teacher
Kinney, Amanda	Teacher
Kirkham, Wes	District Ex-Officio
Luna, Liliana	Non-Teaching Professional
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
Reeves, Deidra	District Ex-Officio
Rice, Jo Ann	District Ex-Officio
Roberson, Shannon	Teacher
Said, Valerie	Parent
Stuckey, Beverly	Parent

District Quality Improvement Council Members

Name	Position
Thomas, Autumn	District Ex-Officio
Thomas, Yolanda	Business
Vaughn, Donald	Community
Vernon, Carolyn	Teacher
Washington, Ricky	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
Title VI - Rural and Low Income	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 7,061 during the 2015-16 school year, Texarkana ISD is proud of its diverse population of students. 45% of the student body is comprised of African Americans, 13% - Hispanic, 35% - White, and 7% - two or more races, American Indian, Asian, and Pacific Islander. 68.5% of the students come from economically disadvantaged homes and 5.2% 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. 5.2% are served in the Bilingual program; 23.9% participate in Career and Technical Education courses; 6.1% in Gifted and Talented; and 10.2% in Special Education.

With approximately 50% 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 11.0 years compared to 11.2 at the state level. The state turnover rate for 2014-15 was 16.2% while the district teacher turnover rate was at 15.9%. Approximately 60% of the teaching staff has 6 or more years of experience in the teaching field with 6% being zero year beginning teachers and 34% 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 14.7 students in English Language Arts at the secondary level, 21.7 in Foreign Language classes, 17.8 in mathematics, 20.6 in science, and 20.3 in social studies courses.

For the 2016-17 school year, Texarkana ISD will open two new campuses. Waggoner Elementary School will open as a PK-5th grade elementary campus and Texas Middle School will open its own sixth grade center to allow 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 2015-16 school year. below are the accountability results for each of the campuses and the district.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

CAMPUS	RATING	Index 1	Index 2	Index 3	Index 4
TEXARKANA	Met Standard	72/60 Y	40/22 Y	36/28 Y	76/60 Y
TEXAS H S	Met Standard	77/60 Y	22/17 Y	41/30 Y	82/60 Y
OPTIONS	Met Alt Stand	45/35 Y	13/8 Y	26/13 Y	100/33 Y
TEXAS MIDDLE	Met Standard	68/60 Y	38/30 Y	31/26 Y	38/13 Y
HIGHLAND PARK	Met Standard	69/60 Y	50/32 Y	35/28 Y	15/12 Y
THERON JONES	Improvement Required-Paired				
WESTLAWN EL	Imp Required	51/60 N	40/32 Y	27/28 N	8/12 N
NASH EL	Met Standard	82/60 Y	46/32 Y	45/28 Y	40/12 Y
SPRING LAKE	Met Standard	73/60 Y	43/32 Y	37/28 Y	28/12 Y
WAKE VILLAGE	Met Standard	77/60 Y	46/32 Y	41/28 Y	35/12 Y
DUNBAR	Improvement Required-Paired				
MORRISS EL	Met Standard	100/60 Y	58/32 Y	70/28 Y	93/12 Y

Federal Accountability

In May, 2015, **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 subgroups and all students. All campuses except three are expected to Meet Standard. The District is expecting to meet all System Safeguard requirements. Once final accountability results are released other revisions and responses to district instructional planning will be made for the 2015-2016 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, 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 while ensuring compliance with all three Title programs that we participate in.

State Programs

A review of the 2016 Performance Based Monitoring reports for Special Education and Bilingual Education from the 2015-2016 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 2016-2017 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

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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.

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 eight elementary campuses considered as Leader in Me Campuses. **Nash Elementary** is in its 4th year of implementation. **Westlawn** joined as a Leader in Me campus at the beginning of the 2014-15 school year and is beginning its third year. After being awarded a five year Leader in Me Foundation Grant, **Theron Jones** and **Highland Park** are in their second 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 second year of implementation of Leader in Me. **Wake Village and Spring Lake Park** are beginning their first year of implementation following training this summer in Leader in Me for the upcoming 2016-17 school year. 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 is proud to welcome it's 9th

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

elementary **Waggoner Creek Elementary** to the Tiger Family and is scheduled to open the doors in August 2016 and will specialize in awakening the genius in every child through Discovery Learning opportunities.

As a district initiative over the next three to five years, Texarkana ISD will research and develop a high quality Behavior Response to Intervention Plan to increase the use of positive behavior supports across the district.

Staff Quality, Recruitment and Retention

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 has 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. A major district initiative for the 2015-16 school year included effectively implementing Instructional Focus Teams (Professional Learning Communities) across the district. The goal was to implement more job-embedded professional learning through coaching, discussion, and teacher collaboration with the principal as the guiding force of instructional leadership.

All new and veteran Tigers participated in training during summer 2016 on Texas' new teacher evaluation system, the Texas Teacher Evaluation and Support System (TTESS). Nine days of content specific professional development was available for both district and campus learning opportunities prior to the start of the 2016-17 school year. The district has placed an emphasis on the use of formative assessment techniques, literacy - reading and writing, and effective coaching for growth and learning to support teachers.

Results from the Learning Keys Data Walks were used to analyze strengths and weaknesses across campuses and the district as a whole for the current school year as well as a comparison of the 2015-16 data to the 2016-17 data. As discussions continue regarding the needs for professional development, many observations were made about how encouraging it is to work for a district that does believe in investing in each of us as an educator and person. It is our belief in TISD that we continue to provide our teachers with quality planning time to produce high impact lessons for all students. During the analysis of state and local assessment scores of all student groups, and data walks results, the strengths and needs of the district began to take shape. The strengths include beginning to utilize more systemic professional development and follow-up through district wide initiatives such as collaborative teaching, data walks, and providing more content and subject specific learning opportunities as well as a focus on implementation of Professional Learning Communities and the use of video for collaborative discussion. Effective planning and lesson design will continue to be a priority throughout the district.

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.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Collaborative teaching will continue to be a major district initiative that began in May 2013 and continues with the third year of full implementation beginning in 2016-17.

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.

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 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. The Gomez and Gomez model for Bilingual education will also continue as the primary model for our ELL population in grades K-5. Training for Waggoner Creek on aspects of a Discovery Learning model was provided to the staff in August 2016 during professional development days.

Texarkana ISD has added a Coordinator of Mentoring at the district level to develop and implement a high quality teacher mentoring program as well as a Pathway to Teaching program. Another level of learning for the 2016-17 school year is the continuation of the Leadership Academy designed to grow future leaders in district. Participants will follow an application and interview process in order to be selected and participate in this Leadership Academy. They will receive leadership training from the Covey Organization on six different modules over the course of the current school year as well as a variety of leadership activity designed to support the modules and provide relevant learning experiences.

A future goal for professional development would be to create a comprehensive training matrix for all staff members to include a more individualized approach to teaching and learning as the district begins implementation of TTESS in conjunction with ongoing coaching and feedback.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

The Instructional Services Department of TISD is responsible for supporting the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. The department also provides district leadership for the following: development and delivery of instruction, interventions for students, professional development, assessment, instructional technology, and instructional resources. The needs assessment process for curriculum and instruction includes reviews of foundation and enrichment curriculum and methods of delivery as well as monitoring efforts to determine effective implementation. For foundation areas, TISD has utilized the TEKS Resource System (TRS) formerly CSCOPE as the district curriculum since 2010-2011. Using a three-year plan, instructional staff have moved through the following phases of implementation: mechanical stage to routine stage (year 1), routine stage to refinement stage (year 2), and refinement stage to integration and renewal

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

stage (year 3). Also, during the 3rd year of implementation, the district introduced the Instructional Planning Process (IPP), a process which takes place in three stages: before the school year begins, before the grading period begins, and after the grading period ends. The IPP provides a systemic method for teachers in professional learning communities to reconcile the instructional calendars, to review and plan instruction, to determine assessment methods, to analyze assessment data, and to make instructional decisions based on that data. For enrichment areas, TISD has continued to utilize a locally-developed curriculum. Teams of teachers first meet to develop a comprehensive understanding of the course TEKS. Following this analysis, the teachers create the Year-at-a-Glance (YAG) and curriculum maps for the courses they teach.

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 the 2016-17 school year, the counselors and community involvement staff will all receive training on the 7 Habits of Highly Effective Families and receive certification to provide this training to the families of TISD.

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 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

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

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 will have 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.

Texarkana ISD is excited that Theron Jones Early Literacy Center and Westlawn Elementary are beginning their second 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.

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. Increase performance in all student groups to meet the state standard through delivery of a rigorous and relevant instructional program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train new core subject area teachers in the components and use of the district curriculum framework. (Title I SW: 3,10) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Coach, Instructional Services, Principal	July 2016-October 2016	(L)Local	Sign In Sheets Lesson Plans Data Walks Observations and Walkthroughs STAAR Results
2. Continue to refine the Instructional Planning Process on all campuses to align curriculum, instruction, and assessment. (Target Group: All)	Executive Director of Instructional Services, Instructional Coach, Instructional Services, Principal, Teacher(s)	Each Grading Period 2016-17		Instructional Planning Documents and Revised Year at a Glance Documents, Lesson Plans
3. Revise and update curriculum documents in enrichment subject areas. (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Instructional Coach, Instructional Services, Principal, Teacher(s)	Fall 2016-Spring 2017		Completed Curriculum Documents; Sign In Sheets from Workdays
4. Provide ongoing professional development and support for K-12 mathematics teachers in successful implementation of the Revised Math TEKS. (Title I SW: 4) (Target Group: All) (NCLB: 1,3)	Coord. of Elem. Math and Science, Coordinator of Secondary Mathematics, Director of STEM	Summer 2016; Fall-Spring 2016-17		Training Documents, Sign In Sheets, Lesson Plans, Assessment Results
5. Provide engaging summer camps that promote 21st century technology and engineering skills. (Target Group: All)	Coord. of Special Projects, Health, PE & Wellness, Director of STEM, Instructional Technology	Summer 2016		Number of TISD students participating
6. Provide professional development for STEM/IDEAs through fall and spring semester courses in conjunction with Texas A & M University - Texarkana. (Target Group: All)	Coord. of Elem. Math and Science, Coordinator of Secondary Mathematics, Director of STEM	Fall 2016 -Spring 2017		Course Syllabus, Enrollment, Lesson Plans, Student Achievement
7. Revise mathematics and science unit assessments and curriculum documents as needed with teacher feedback and student input to ensure alignment of curriculum-instruction-assessment. (Target Group: All)	Coord. of Elem. Math and Science, Coordinator of Secondary Mathematics, Director of STEM, Instructional Coach, Teacher(s)	Fall 2016-Spring 2017		Revised assessments, comparison of unit assessment scores and STAAR scores to predict alignment, data from assessments.

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. Increase performance in all student groups to meet the state standard through delivery of a rigorous and relevant instructional program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Investigate options for purchasing online curriculum, such as Odyssey, Edgenuity, and FUELEducation for OPTIONS and DAEP to provide students with interactive, relevant and rigorous lessons aligned to the state standards in all core academic courses. (Target Group: All, AtRisk)	Executive Director of Instructional Services, Principal	September 2016 - June 2017		Academic Performance as measured by assessments on the content and EOC/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. Develop systemic processes for management of instructional and technology materials and resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to monitor the management and distribution of campus manipulatives and handheld technology devices via the Destiny System. (Target Group: All)	Coordinator of Elementary Instructional Technology, Coordinator of Library Services, Instructional Services, Instructional Technology	August 2016-June 2017		Destiny Reports; Evaluation of System; Consult with Campus Administration
2. Continue implementation of a uniform system to catalog all technology devices and software that will be managed centrally. (Target Group: All)	Director of Technology	Fall 2016-Spring 2017		Evaluation of System
3. Provide ongoing professional development and support for selected teachers to pilot Google Classroom at the elementary and secondary levels. (Target Group: All)	Director of STEM, Instructional Services, Instructional Technology	Fall 2016-Spring 2017		Number of teachers using Google Classroom, discipline referrals of pilot teachers, student grades for pilot teachers.

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. Ensure equitable availability and access to instructional and technology tools and resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide quality professional development to support the integration of technology into daily learning activities to ensure that every teacher has opportunities to grow in the use of technology tools. (Title I SW: 4) (Target Group: All)	Coordinator of Elementary Instructional Technology, Instructional Technology, Principal	Summer 2016; Fall 2016-Spring 2017		Instructional Technology Professional Development Opportunities and 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 4.** Demonstrate academic improvement towards meeting System Safeguards, as measured by student scores on on the state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen the core academic program by incorporating scientifically based strategies concerning instructional delivery as outlined by Sheltered Instruction training, Collaborative Teaching training for special education services, effective lesson design, formative assessment strategies, job-embedded professional learning, and the data gleaned from Data Walk walk-throughs. (Title I SW: 2,10) (Target Group: All) (NCLB: 1)	Coordinator of Professional Development , Deputy Superintendent, Director of Special Populations, Instructional Services, Principal	Fall 2016 - Spring 2017		Assessment Results; Data Walks; PDAS; Walkthrough Data Reports
2. Improve the use of allowable accommodations; improving instructional delivery through tools such as M-STAR's universal screener for algebra readiness, Building Blocks, and STAR Enterprise in order to have the greatest likelihood to improve the achievement of participating students to meet the states achievement standards. (Title I SW: 2,8) (Target Group: All)	Director of Special Populations, Instructional Services, Principal	Fall 2016 - Spring 2017		Training documents related to screeners and accommodations. Sign in Sheets; Assessment Results; PBMAS Indicators
3. Develop the District's Professional Development Plan to address the needs of the instructional staff by committing to spending not less than 10% of Title 1 funds for staff development. (Title I SW: 1) (Target Group: All)	Coordinator of Professional Development , Director of Special Populations, Executive Director of Instructional Services	Spring 2016 Budgeting Process		Offering of Sessions throughout the school year and participation of teaching staff in these sessions.
4. Promote effective parental involvement in the school, including joining campus and district planning teams, volunteering, signing learning compacts, parent-teacher meetings and communications, and reading at home. (Title I SW: 2,6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent, Deputy Superintendent, Principal, Superintendent, Teacher(s)	Fall 2016 - Spring 2017		Increased parent participation; Increased student achievement in identified subgroups.

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.** Demonstrate academic improvement towards meeting System Safeguards, as measured by student scores on on the state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Communicate to each campus and implement the District's required Targeted Improvement Plan submitted as part of the Performance Based Monitoring process and System Safeguard responses. (Title I SW: 1,10) (Target Group: All)	Director of Special Populations, Executive Director of Instructional Services	Fall 2016 - Spring 2017		PBMAS District Progress Reports
6. Implement the use of targeted math and reading interventions at each elementary and secondary campus. (Title I SW: 8) (Target Group: All, AtRisk)	Coord. of Elem. ELAR-SS-RTI, Director of Special Populations, Instructional Services, Principal, Teacher(s)	Fall 2016 - Spring 2017		Eduphoria Aware RTI Documentation Forms

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. Ensure that district and campus level instructional programs are increasing the academic performance of students effectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a systematic process to evaluate effectiveness of district programs. (Title I SW: 1,9) (Target Group: All)	Deputy Superintendent, Executive Director of Instructional Services, Instructional Services	Fall 2016 - Spring 2017		Process and Results of Program Evaluation
2. Continue STAR Reading and Mathematics at all elementary campuses in grades 1-5 to identify areas of need for foundation skills and utilize progress monitoring tools to provide quality interventions and increase overall academic performance of all students. (Title I SW: 8,9) (Target Group: All)	Instructional Coach, Instructional Services, Principal, Teacher(s)	Fall 2016-Spring 2017		STAR Reports showing Student Growth in reading and mathematics
3. Schedule and complete a program evaluation of the Collaborative Teaching Initiative. (Target Group: SPED)	Coordinator of Professional Development , Director of Special Populations, Executive Director of Instructional Services	Spring 2016 and Fall 2016		

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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. Increase the number of special education students taking and passing the STAAR assessment for the 2016-2017 school year achieving a Level 1 as measured by Performance Based Monitoring and as measured by Meeting Federal Limits on the accountability System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support implemented sections of collaborative teaching classrooms for the 2016-2017 school year by providing on-site technical assistance to general education and special education teacher pairs. (Title I SW: 1,3,4) (Target Group: SPED) (NCLB: 1)	Coordinator of Professional Development , Director of Special Populations, Instructional Services	Fall 2016 - Spring 2017		Training Documentation; Collaborative Teaching Partners; Student Schedules
2. Provide ongoing training, support, and coaching for all collaborative teaching partnerships (specifically new partnerships and new hires in the district) on effective collaborative teaching structures. (Target Group: All, SPED)	Coordinator of Professional Development , Director of Special Populations, Instructional Services	Fall 2016 - Spring 2017		Training Sign In Sheets and Training Evaluation; Increased student achievement
3. Provide training and technical assistance to campus principals on evaluating instruction and structures of a collaboratively taught classroom. (Target Group: SPED)	Assistant Principal(s), Director of Special Populations, Instructional Services, Principal	Fall 2016 - Spring 2017		Documented dates of assistance; evaluation of collaborative teaching; evidence of implementation in lesson plans and walk-through observations.

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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. Increase student performance to Met Standard at Improvement Required Campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Turnaround Plan to increase teacher retention at all Improvement Required Campuses and develop a highly experienced staff that promotes collaboration to increase academic and social success. (Title I SW: 5) (Target Group: All, AA, ECD, SPED)	Coordinator of Professional Development , Deputy Superintendent, Executive Director of Instructional Services, Human Resources, Principal	Fall 2016-Spring 2017		Percent of Teachers Retained at each Campus
2. Provide ongoing training on the principles of Turnaround Leadership with principals at Westlawn Elementary, Theron Jones, and Dunbar Early Education Center to ensure the continued growth in leadership skills resulting in academic success for students. (Title I SW: 1,2,9,10) (Target Group: All, AA, ECD, SPED)	Campus Administrators, Human Resources, Instructional Coach, Instructional Services, Interventionist, Principal, Region 8 Specialists, Teacher(s)	Fall 2016-Spring 2017		STAAR Results, Discipline Referrals
3. Add additional interventionists at both the Theron Jones Early Literacy Center (2 additional) and Westlawn Elementary School (4 additional) to increase student academic performance and provide targeted interventions for non-readers, struggling readers, and students at-risk of not being successful. (Title I SW: 2,3,9) (Target Group: All, AA, ECD, SPED)	Human Resources, Principal	Fall 2016-Spring 2017		Reading Levels, STAR Results, STAAR Results
4. Provide additional instructional planning guidance, model lessons, and data analysis to ensure quality lesson delivery and assessment at Improvement Required campuses. (Title I SW: 4,5) (Target Group: All, AA, ECD, SPED)	Coord. of Elem. ELAR-SS-RTI, Coord. of Elem. Math and Science, Instructional Coach, Principal	Weekly and Ongoing		Lesson Plans, Walkthroughs, Observations, Assessment Results
5. Continue to provide ongoing job-embedded professional development with LeAnn Nickelsen to teachers at Improvement Required Campuses that includes Learning Walks, instructional planning, lesson delivery, model lessons and continuous feedback and follow-up. (Title I SW: 3,4,5) (Target Group: All, AA, ECD, SPED)	Coord. of Elem. ELAR-SS-RTI, Coord. of Elem. Math and Science, Coordinator of Professional Development , Principal	Fall 2016- Spring 2017		Lesson Plans, Walkthroughs and Observations, STAAR Assessment Results

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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. Increase student performance to Met Standard at Improvement Required Campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Support the implementation of Leader in Me at Improvement Required Campuses to continue lowering discipline referrals and improving the educational climate. (Target Group: All, AA, ECD, SPED)	Coordinator of Professional Development , Principal	Fall 2016-Spring 2017		Discipline Referrals, STAAR Assessment Results, Climate Surveys
7. Recruit and hire one additional instructional coach at Theron Jones and Westlawn to provide inexperienced teachers with continuous and ongoing support for instructional planning, high quality lesson delivery, and formative assessment techniques. (Title I SW: 1,2) (Target Group: All, AA, ECD, SPED)	Coordinator of Professional Development , Deputy Superintendent, Instructional Coach, Instructional Services	Fall 2016-Spring 2017		Calendar of Coaching Sessions, STAAR Results
8. Retain a Behavior Intervention Specialist as part of the Turnaround Initiative to provide hands-on positive behavior supports for both teachers and students resulting in lower discipline referrals and more positive educational environment. (Title I SW: 2,9) (Target Group: All, AA, ECD, SPED)	Campus Administrators, Deputy Superintendent, Teacher(s)	Fall 2016-Spring 2017		Discipline Referral Data-Analyze weekly and each grading period

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

Objective 1. Promote student wellness by expanding programs which promote the mental and physical well-being of the whole child.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the intramural program to provide options for students to participate in activities designed to improve student wellness and improve team work. (Title I SW: 10) (Target Group: All)	Coord. of Special Projects, Health, PE & Wellness, Principal, Teacher(s)	Fall 2016 - Spring 2017		Documentation of Intramural enrollment
2. Provide internet safety education and cyber-bullying education to students. (Target Group: All) (NCLB: 4)	Coordinator of Assessment, Counseling, 504, Counselor(s), Principal	Fall 2016 - Spring 2017		Evidence of Presentation and Principal's written attestation.

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. Increase Bilingual Education scores on science from 45.2% to the PBMAS standard of 65% and increase BE mathematics scores from 64.6% to the PBMAS standard of 70%. Increase ESL STAAR scores in math from 61.7% to 70% and increase reading for ESL on STAAR from 49.2% to 70% to meet PBMAS standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing training to classroom teachers as needed on the use of research-based instructional strategies designed to increase the academic performance of ELL students on STAAR/STAAR-M/STAAR-L/TELPAS. (Title I SW: 3,4,5,9) (Target Group: LEP) (NCLB: 2)	Coordinator of Multilingual Education, Instructional Services, Principal, Region 8 Specialists, Teacher(s)	Fall 2016 - Spring 2017		PLC Meeting Notes, Sign In Sheets, Student Achievement
2. Continue the Gomez and Gomez dual language model at Pre-K through 5th grade and provide in district and outside professional development ongoing feedback to ensure adherence to the model. (Title I SW: 3,9) (Target Group: H, LEP) (NCLB: 2)	Assistant Principal(s), Coordinator of Multilingual Education, Instructional Coach, Principal, Teacher(s)	Fall 2016 - Spring 2017		Evidence of Continued Implementation: Lesson Plans, Data Walks, PDAS Walkthroughs, Number of Bilingual Classrooms.
3. 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) (NCLB: 2)	Coordinator of Multilingual Education	Fall 2016-Spring 2017		Training Agendas, Implementation Documentation
4. Provide targeted intervention in pullout sessions during RTI or elective class periods for intensive, small group work in core subjects for LEP students who are not performing on grade level struggling to acquire language and/or vocabulary. (Target Group: H, ESL, LEP) (NCLB: 2)	Coordinator of Multilingual Education, Principal, Teacher(s)	Fall 2016 - Spring 2017		Reduced time as LEP and increased assessment performance
5. The district will review population growth and plan for expansion of the bilingual program as needed to ensure continued success. (Title I SW: 3,9) (Target Group: H, LEP) (NCLB: 2)	Coordinator of Multilingual Education, Human Resources, Principal, Teacher(s)	Review - December 2016 and June 2017		Enrollment and Class Rosters

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. Increase Bilingual Education scores on science from 45.2% to the PBMAS standard of 65% and increase BE mathematics scores from 64.6% to the PBMAS standard of 70%. Increase ESL STAAR scores in math from 61.7% to 70% and increase reading for ESL on STAAR from 49.2% to 70% to meet PBMAS standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide training for newly hired classroom teachers to incorporate the English Language Proficiency Standards (ELPS) daily to include Language Objectives. (Title I SW: 3,4,10) (Target Group: ESL, LEP) (NCLB: 2)	Coordinator of Multilingual Education, Coordinator of Professional Development , Instructional Coach, Principal, Teacher(s)	Summer and Fall 2016		Lesson Plans, Reconciliation, Data Walks

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

Objective 3. Decrease special education students discipline removals from classrooms achieving a Level 1 as measured by Performance Based Monitoring indicators released in the fall of 2016.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementation of the Leader in Me at Theron Jones ELC, Highland Park Elementary, Morriss, Nash, and Westlawn Elementary to increase positive behavior supports and provide a common language for expectations campus-wide. (Title I SW: 1,2) (Target Group: All, ECD, SPED, AtRisk) (NCLB: 4)	Assistant Principal(s), Coordinator of Professional Development , Instructional Coach, Principal, Teacher(s)	Summer 2016-Spring 2017		Discipline Referral Data; Leader in Me Events
2. Continue implementing strategies to build consistent and positive relationships between student/teacher; parent/teacher; and teacher/teacher. (Target Group: SPED) (NCLB: 4)	Director of Special Populations, Principal, Teacher(s)	Fall 2016 - Spring 2017		Discipline Referrals, DAEP Placements, PBMAS Reports
3. Implement the Leader in Me at Spring Lake Park and Wake Village Elementary campuses to increase positive behavior supports and provide a common language for expectations campus-wide. (Title I SW: 2,6) (Target Group: All)	Coordinator of Professional Development , Deputy Superintendent, Principal, Teacher(s)	Summer 2016 - Spring 2017	(L)Local	Sign in Sheets for Training and Evidence of Implementation
4. Research and develop a district wide Response to Behavior Intervention Plan to ensure ongoing positive behavior supports, improve school climate, and decrease discipline referrals. (Title I SW: 2) (Target Group: All, ECD, SPED, AtRisk)	Counselor(s), Deputy Superintendent, Director of Special Populations, Instructional Services, Principal, Teacher(s)	Fall 2016-Spring 2017		Discipline referrals, student and teacher surveys

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. The district will provide extended and alternate learning opportunities for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand the availability of after-school tutorials to all at-risk students at the elementary school level. (Title I SW: 9) (Target Group: All, AtRisk)	Instructional Services, Principal, Teacher(s)	Fall 2016 - Spring 2017		Number of Students Participating/Student Assessment Result
2. Recruit, hire, and retain, quality interventionists to provide targeted and specialized assistance to struggling students. (Title I SW: 9) (Target Group: All, AtRisk)	Human Resources, Principal	Fall 2016 - Spring 2017		Student Growth being served by Interventionists, Schedule of Students Served

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

Objective 5. The district will prepare students to be college and career ready upon graduation from high school (career preparation activities and summer bridge programs).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All elementary campuses will conduct college and career awareness activities throughout the school year. Research and develop a college and career curriculum for Kindergarten to 3rd grade. (Target Group: All) (NCLB: 5)	Campus Administrators, Director of College and Career Readiness	Fall 2016 - Spring 2017		Evidence of Activities
2. Evaluate student results on national assessments in relationship to state assessments and develop a plan for continued improvement: Duke Scholars Program; ACT; ASPIRE; PSAT; and SAT. (Target Group: All)	Campus Administrators, Director of College and Career Readiness, Principal, Teacher(s)	Fall 2016-Spring 2017		Student Assessment Results

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 6. Students will learn to evaluate and reflect on personal academic performance to set and achieve goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Research and develop a program of "self-advocacy" for students with disabilities. This program would teach students strategies for communicating verbally and in writing in self-advocacy. (Target Group: All)	Coordinator of Professional Development , Executive Director of Quality Assurance	Fall 2016 - Spring 2017		Program Components, Implementation Plan
2. Train campus contacts for the implementation and use of Data Notebooks at the campus level. (Target Group: All)	Executive Director of Quality Assurance, Principal	Fall 2016-Spring 2017		Completed Training
3. Establish a student progress portfolio/notebook for all 4th and 5th grade students to develop students who take responsibility for their own learning. (Target Group: All)	Campus Administrators, Coordinator of Professional Development , Executive Director of Quality Assurance, Principal, Teacher(s)	Fall 2016-Spring 2017		Student Data Notebooks/Training Documentation

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 7. TISD will focus on raising the academic achievement of pre-school aged children in preparing them for success in elementary schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate professional development, instructional planning, and data disaggregation among TISD and Head Start teachers for improvement of academic performance of prekindergarten students at Dunbar EEC. (Title I SW: 4,7,8) (Target Group: All, ECD)	Coordinator of Professional Development , Instructional Services, Principal, Teacher(s)	Fall 2016-Spring 2017		Sign In Sheets, Lesson Plans, Student Assessment Results
2. Continue professional development with the Region 8 Early Childhood consultant for evaluating the effectiveness of the educational program at the Dunbar Pre-Kindergarten Center. (Title I SW: 3,4) (Target Group: All, ECD, SPED)	Coordinator of Professional Development , Instructional Services, Principal, Region 8 Specialists, Teacher(s)	Fall 2016-Spring 2017		Consultant environment checklists. Frog Street Press/CPALLS assessment results
3. Provide the opportunity for all new teachers and paraprofessionals to attend CIRCLE Training provided by Region 8 Service Center to ensure high expectations and delivery of developmentally appropriate instruction. (Target Group: All)	Coordinator of Professional Development , Principal, Region 8 Specialists	September 2016		Lesson Plans - evidence of implementation
4. Provide professional development to all new and veteran prekindergarten teachers and campus principals on the newly revised and adopted Prekindergarten Guidelines to ensure effective implementation. (Title I SW: 7,10) (Target Group: All)	Coordinator of Professional Development , Principal, Region 8 Specialists	August 2016		Sign in Sheets - Evidence of implementation following training through - Lesson Plans, walkthroughs, and observations.
5. Implement the Children's Learning Institute (CLI) Engage platform in combination with the Frog Street Press curriculum in all prekindergarten classrooms as required for appropriate implementation of the Prekindergarten grant. (Title I SW: 3,7) (Target Group: All)	Campus Administrators, Coord. of Elem. ELAR-SS-RTI, Coordinator of Professional Development , Region 8 Specialists	Fall 2016-Spring 2017		Lesson Plans, Assessment Results

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

Objective 8. Increase the academic performance of English Language Learners on the STAAR reading (58%), writing (57%), science (53%, and social studies (55%) to meet the state met standard percentage.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing training on sheltered instruction strategies to classroom teachers. (Title I SW: 3,4) (Target Group: LEP, SPED)	Campus Administrators, Coordinator of Multilingual Education, Coordinator of Professional Development, Instructional Services, Principal	Fall 2016-Spring 2017		Training Sign in Sheets, Training evaluation, Data Walks, PDAS walkthroughs
2. Provide targeted vocabulary instruction using sheltered instruction strategies. (Title I SW: 3,4) (Target Group: LEP) (NCLB: 2)	Coordinator of Multilingual Education, Instructional Coach, Instructional Services, Principal, Region 8 Specialists	Fall 2016-Spring 2017		Unit assessments; formative assessments; STAAR results
3. Increase opportunities for LEP students to write daily in all content areas. (Title I SW: 2) (Target Group: LEP) (NCLB: 2)	Campus Administrators, Coordinator of Multilingual Education, Principal, Teacher(s)	Fall 2016-Spring 2017		Journals; Writing Rubrics-Samples; Lesson Plans, student achievement
4. Provide ESL certification and training on the use of research-based instructional strategies for new teachers to TISD. (Title I SW: 4) (Target Group: ESL, LEP)	Coordinator of Multilingual Education, Coordinator of Professional Development, Instructional Services, Principal	Summer-Fall 2016		Certification Records
5. Utilize technology such as Imagine Learning and Reading A-Z to improve literacy skills for LEP students. (Target Group: ESL, LEP) (NCLB: 2)	Coordinator of Elementary Instructional Technology, Coordinator of Multilingual Education, Principal, Teacher(s)	Fall 2016-Spring 2017		Log in Reports, Unit Assessment, STAAR Results
6. Implement after-school tutorials for LEP students to provide enrichment and acceleration. (Title I SW: 9) (Target Group: LEP) (NCLB: 2)	Campus Administrators, Coordinator of Multilingual Education, Principal, Teacher(s)	Spring 2017		Tutorial Rosters, Unit Assessment Results, STAAR Results
7. Recruit bilingual tutors to increase academic performance and effective communication between Limited English Proficient students and educators. (Target Group: LEP) (NCLB: 2)	Coordinator of Multilingual Education, Human Resources, Principal	Fall 2016-Spring 2017		Tutorial Records, Unit Assessment Results, STAAR Results
8. Target bilingual and ESL teachers for professional development on incorporating researched-based instructional strategies into daily instruction, using such tools as non-linguistic models and advance organizers. (Title I SW: 3,4) (Target Group: LEP)	Campus Administrators, Coordinator of Multilingual Education, Instructional Coach, Principal, Teacher(s)	Fall 2016-Spring 2017		PDAS Walkthroughs, Data Walks, Increased STAAR Scores

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

Objective 8. Increase the academic performance of English Language Learners on the STAAR reading (58%), writing (57%), science (53%, and social studies (55%) to meet the state met standard percentage.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Implement a data analysis team that monitors and evaluates progress of students in Bilingual Education and ESL on STAAR to address staging in PBMAS. (Title I SW: 8) (Target Group: ESL, LEP)	Coordinator of Multilingual Education, ELL Specialist, Executive Director of Instructional Services, Principal, Teacher(s)	Summer 2016 and meets each grading period 2016-17		Meeting Agendas, Students Discussed, Plans for intervention, Sign In Sheets

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. Recruit and retain staff through a competitive compensation structure and continual opportunities for high level professional development and growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze individual campus instructional leadership surveys for growth areas. Provide campus leaders with professional development focused on individual needs. (Target Group: All)	Coordinator of Professional Development , Deputy Superintendent, Principal	Fall 2016-Spring 2017		Survey Results
2. Continue the Superintendent's Round Table so that representatives from each campus can provide feedback on various initiatives. (Target Group: All)	Executive Director of Quality Assurance, Superintendent	Fall 2016-Spring 2017		Meeting Agendas/Sign In Sheets
3. Continue a word of mouth campaign to recruit a diverse staff to all campuses. (Target Group: All)	Deputy Superintendent, Human Resources, Principal	Summer and Fall 2016		Number of Teachers Hired
4. Provide the opportunity for all STEM/IDEAs teachers and any teachers who work at at-risk elementary campuses to receive their master's degree. (Title I SW: 3) (Target Group: All, AtRisk)	Campus Administrators, Coord. of Special Projects, Health, PE & Wellness, Director of STEM	Fall 2016-Spring 2017		
5. Continue implementation of a teacher induction program that includes new teacher mentoring based on the Texas Beginning Educator System (TxBESS) framework and the research of Ginger Tucker. (Title I SW: 3,4) (Target Group: All)	Coordinator of Mentoring and Academic Services, Coordinator of Professional Development , Executive Director of Instructional Services	Fall 2016-Spring 2017		Sign In Sheets, Training Agendas, Teacher Retention Rates
6. Provide ongoing support for novice teachers through effective mentor training on each campus. (Title I SW: 4) (Target Group: All)	Campus Administrators, Coordinator of Mentoring and Academic Services, Executive Director of Instructional Services, Instructional Services	Summer 2016; Fall 2016-Spring 2017		Teacher Retention Rates, Surveys
7. Establish teacher support teams that include: the principal, campus mentor, instructional coach, and curriculum specialist that will surround new teachers with multiple levels of support. (Title I SW: 9) (Target Group: All)	Campus Administrators, Coordinator of Mentoring and Academic Services, Instructional Coach, Instructional Services, Teacher(s)	Fall 2016-Spring 2017		Teacher Retention Rates, Student Performance, Surveys

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. Develop a comprehensive professional development plan for Texarkana ISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a needs assessment using information from course surveys, campus data meetings, and data walks. (Title I SW: 1) (Target Group: All)	Deputy Superintendent, Instructional Services, Principal	Spring 2017		Results of Needs Assessment
2. Gather information from principals/directors/coordinators to determine needs and prioritize professional development initiatives. (Target Group: All)	Coordinator of Professional Development , Executive Director of Instructional Services, Instructional Services	Fall 2016-Spring 2017		Professional Development Plans
3. Administer a district-wide needs survey for professional development and to measure teachers' perceptions to provide important data on the quality of professional development at the school or system level. (Title I SW: 1) (Target Group: All)	Coordinator of Professional Development	Spring 2017		Survey Results
4. Revise and publish a professional development plan to include goals, expectations, and plans for future professional growth and development of all staff. (Target Group: All)	Coordinator of Professional Development , Instructional Services	Fall 2016-Spring 2017		Surveys and Evaluations, Focus Group Discussions, Data Meetings
5. Research and conduct a Literacy Study to determine best practices, curriculum alignment, and alignment of resources to ensure student success in the five components of literacy - Phonemic Awareness, Phonics, Vocabulary, Fluency, and Reading Comprehension. (Title I SW: 1) (Target Group: All)	Coord. of Elem. ELAR-SS-RTI, Coordinator of Professional Development , Deputy Superintendent, Executive Director of Instructional Services, Superintendent	Fall 2016		Results of Study and Recommendations

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. Ensure that a targeted professional development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, English language learners and those identified at risk.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide classroom teaching staff with instructional planning time through District and Campus Professional Development days and with additional professional development dates for extended learning opportunities. (Target Group: All)	Coordinator of Professional Development , Instructional Services, Principal	Fall 2016-Spring 2017-District Calendar		TISD Instructional Planning Process Documents; Data Walks; Lesson Plans
2. Continue implementation of Instructional Focus Teams to ensure job-embedded learning, collaborative discussions, and data analysis based on content, grade level, TEKS or campus improvement including technology.as part of the district's initiative on the development of Professional Learning Communities. (Title I SW: 4,8) (Target Group: All)	Coordinator of Professional Development , Deputy Superintendent, Executive Director of Instructional Services, Instructional Services, Principal	Fall 2016-Spring 2017		Documentation of Instructional Focus Teams, Lesson Plans, Student Achievement
3. Provide professional development for all classroom teachers and instructional aides on the new Texas Teacher Evaluation and Support System (TTESS) appraisal system. (Title I SW: 4) (Target Group: All)	Coordinator of Professional Development , Instructional Services, Principal	Summer 2016, Fall 2016 as Needed for Make-Up		Summer Exchange Sign In Sheets
4. Provide training on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management. (Title I SW: 4) (Target Group: All)	Director of Special Populations, Instructional Services, Principal	Fall 2016-Spring 2017		Discipline Referrals
5. Provide staff development of Chapter 89 (Bilingual/ESL) guidelines *BE and ESL practices, *testing procedures, *criteria for identification and placement of ELL students, *Bilingual Exception Mandates, *appropriate exit criteria. (Title I SW: 4,8,9) (Target Group: H, ESL, LEP)	Coordinator of Multilingual Education, Director of Special Populations, Principal, Region 8 Specialists	Fall 2016-Spring 2017		Student Achievement Results: TELPAS, Tejas Lee, TPRI, RPTE, LAT, STAAR, STAAR L

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

Objective 3. Ensure that a targeted professional development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, English language learners and those identified at risk.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide staff development of Chapter 89 (Bilingual/ESL) on LPAC criteria and for all staff members responsible for administering and scoring assessments such as Tejas Lee, RPTE, TOP, LAT, etc. (Title I SW: 4,8) (Target Group: ESL, LEP) (NCLB: 2)	Coordinator of Multilingual Education, ELL Specialist, Principal, Region 8 Specialists	Fall 2016-Spring 2017		Increased student achievement as measured by results
7. Continue to implement a high quality online professional development program to provide training for all safety procedures such as Bloodborne Pathogens, Sexual Harrassment, etc. through the Public School Works System. (Target Group: All)	Coordinator of Professional Development , Principal	Fall 2016-Spring 2017		Reports showing course completion and documentation in Eduphoria
8. Provide training to all newly hired instructional staff and campus administrators on the TISD Instructional Planning process for reconciliation of the district curriculum framework to the district calendar, curriculum components, research-based instructional strategies, and the components of data walks. (Title I SW: 4) (Target Group: All)	Coordinator of Professional Development , Executive Director of Instructional Services, Instructional Services, Principal	Summer 2016		Sign In Sheets; Instructional Planning Documents
9. Provide New Tiger Induction training sessions to all newly hired classroom teachers in TISD on all District adopted initiatives and programs including Data Walks, Curriculum, Instructional Strategies, Federal Programs, Collaborative Teaching, Gradebook/TEAMS, Technology Tools for Instruction, components of the Fundamental Five, Instructional Focus Teams and working with students of poverty. (Title I SW: 3,4) (Target Group: All)	Coordinator of Professional Development , Executive Director of Instructional Services, Instructional Services	Summer 2016		Sign In Sheets; PDAS Walkthroughs; Reduced Discipline Referrals
10. Provide ongoing professional learning opportunities for all new Tigers to develop skills in instructional planning and lesson delivery through pre-teaching, coaching, and modeling. (Title I SW: 4) (Target Group: All)	Coord. of Elem. ELAR-SS-RTI, Coord. of Elem. Math and Science	Fall 2016		Lesson Plans, Walkthroughs and Observations, Increased Student Performance

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. Ensure that a targeted professional development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, English language learners and those identified at risk.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide ongoing training and follow-up to all campus instructional coaches and district content coordinators on Intentional Coaching to develop the skills and techniques for building the capacity of effective lesson design, delivery, and assessment of student learning. (Title I SW: 4) (Target Group: All)	Coordinator of Professional Development , Executive Director of Instructional Services	Fall 2016-Spring 2017		Implementation of coaching model - document dates of observations and follow-up; videos demonstrating coaching techniques
12. Provide training to all principals, instructional coaches and Instructional Services coordinators on the calibration of student work to ensure alignment of the work to the state standards in content, context, and cognitive level. (Target Group: All)	Coord. of Elem. ELAR-SS-RTI, Coordinator of Professional Development , Deputy Superintendent, Director of STEM, Executive Director of Instructional Services	Fall 2016		Instructional Focus Team Agendas, Improved student achievement on unit assessments; STAAR; Workshop sign in sheets
13. Provide professional development to all campus and district instructional administrators and lead teachers on Intentional Coaching to ensure quality feedback and coaching with all teachers that is aligned to the expectations of the new TTESS appraisal system. (Title I SW: 4) (Target Group: All)	Coordinator of Professional Development , Executive Director of Instructional Services	Summer 2016 and Fall 2016		Sign in Sheets from Professional Development Walkthroughs and feedback documentation Improved student learning
14. Contract with Maximize Learning, LeAnn Nickelsen, to provide professional development to all campus and district instructional leaders on Leveraging Leadership essentials to focus on time management and instructional feedback to teachers. (Title I SW: 4) (Target Group: All)	Coordinator of Professional Development , Executive Director of Instructional Services	Summer and Fall 2016		Sign in Sheets Principal Schedules for monitoring Instruction Documentation of Feedback provided to Teachers
15. Ensuring that all core academic teachers who have ESL students in their classroom have been trained by ESL personnel in Sheltered Instruction Observation Protocol (SIOP) strategies and instructional methods specific to LEP students. (Title I SW: 4) (Target Group: LEP)	Coordinator of Multilingual Education	Summer 2016 - Fall 2016		Sign In Sheets, Walkthroughs showing evidence of implementation of strategies, lesson plans, academic performance

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. Ensure that a targeted professional development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, English language learners and those identified at risk.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. Provide training to all Westlawn, Theron Jones, Highland Park, Spring Lake Park and a cadre of teachers across the district on Behavior Intervention Strategies with Dan St. Romain. (Title I SW: 4,9) (Target Group: All, SPED, AtRisk)	Coordinator of Professional Development , Director of Special Populations, Executive Director of Instructional Services	October 31, 2016		Formative - Discipline Referrals, Use of Positive Behavior Intervention Supports
17. Contract with Maximize Learning and Leann Nickelsen to provide Guided Reading training to all K-5 ELAR teachers district-wide. (Title I SW: 4) (Target Group: All)	Coord. of Elem. ELAR-SS-RTI, Coordinator of Professional Development , Executive Director of Instructional Services	August and September 2016		Formative -

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 4. Provide current and relevant training to all core academic staff and administrators on the State of Texas Assessment of Academic Readiness (STAAR) test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide all staff with the most current and relevant information received from the Texas Education Agency regarding the STAAR test. (Title I SW: 8) (Target Group: All)	Campus Administrators, Instructional Coach, Instructional Services, Principal	Fall 2016-Spring 2017		STAAR Results
2. Research and schedule training on content related to STAAR for campus instructional leaders who will provide training to campus staff. (Title I SW: 3,4) (Target Group: All)	Instructional Services, Principal	Fall 2016-Spring 2017		STAAR Results

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 5. Effectively implement data walks at all campuses to determine professional development needs, increase the use and diversity of research-based practices and improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide data walks administrator training to teachers and department heads and newly hired campus/district administrators to build capacity throughout the district. (Title I SW: 4) (Target Group: All)	Coordinator of Professional Development , Principal	September 2016		Surveys, campus implementation, data walks reports
2. Monitor the effectiveness of implementation of data walks by comparing and analyzing goals and results from 2015-16 and setting goals for the 2016-17 school year. (Target Group: All)	Deputy Superintendent, Executive Director of Instructional Services, Instructional Services, Principal	Fall 2016-Spring 2017		Data walks reports
3. Continue monitoring campus and district level data from Data Walks to ensure improved instructional delivery and student performance. (Title I SW: 1) (Target Group: All)	Deputy Superintendent, Executive Director of Instructional Services, Instructional Services, Principal	Fall 2016-Spring 2017 - Each Six Weeks		Data Walks Reports

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 6. Continue collaboration efforts with Texarkana College and Texas A & M University-Texarkana to provide students with dual credit opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Investigate program areas to expand future dual credit courses. (Target Group: All) (NCLB: 5)	Director of Secondary C&I and Academic Services, Principal	Fall 2016-Spring 2017		Increased dual credit course opportunities

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 7. Improve the academic achievement of all students served in the dyslexia program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development on the identification and instructional practices to all teaching staff to fulfill state CPE requirements for teachers of dyslexia. (Title I SW: 4) (Target Group: Dys)	Coord. of Elem. ELAR-SS-RTI, Coordinator of Professional Development , Executive Director of Instructional Services, Principal	Fall 2016		State Mandated Assessments

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 8. All Texarkana ISD campuses will meet the 100% highly qualified teacher requirements by the end of the 2016-2017 school year to include all core academic subjects and classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development and training to ensure that all teachers and aides are certified; are effective educators in practice; and also meet the "highly qualified" definition. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Deputy Superintendent, Human Resources	Fall 2016-Spring 2017		Highly Qualified Report
2. Using an online delivery system, provide required trainings to all TISD staff to meet the requirements of Texas law for educator preparedness, including, but not limited to, information on child abuse reporting; Gifted and Talented services; workplace safety; and confidentiality. (Title I SW: 4,10) (Target Group: All) (NCLB: 4)	Coordinator of Professional Development , Instructional Services	Fall 2016-Spring 2017		Staff Completion Report
3. Recruit highly qualified teachers for foreign language by attending university job fairs and also attending foreign teacher recruitment fairs. (Title I SW: 5) (Target Group: All) (NCLB: 3)	Deputy Superintendent, Human Resources, Principal	Fall 2016-Spring 2017		Number of Teachers Meeting HQ
4. Provide monetary aide through payment of visas and other permanent residency requirements in order to recruit potential employees to the Texarkana area. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Deputy Superintendent, Human Resources, Principal	Fall 2016-Spring 2017		Number of Teachers Meeting HQ
5. Continue involving the Texarkana ISD Diversity Awareness Committee in recruitment activities. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent, Deputy Superintendent, Human Resources, Principal	Fall 2016-Spring 2017		Sign in Sheets, Agendas, Number of Teachers Hired through Recruitment Activities
6. Implement a \$3500 Shortage Stipend for Secondary Foreign Language teachers, (pending budget allocations). (Title I SW: 3) (Target Group: All) (NCLB: 3)	Deputy Superintendent, Human Resources	Spring 2017 - Following Budget Allocations		Number of Teachers Receiving Stipend if Available
7. Implement the Pathway to Teaching program for current paraprofessionals that are bilingual to enter a certification program for secondary foreign language teachers. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Deputy Superintendent, Human Resources, Principal	Spring 2017-Summer 2017		Implementation Documentation 2015-2016

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 8. All Texarkana ISD campuses will meet the 100% highly qualified teacher requirements by the end of the 2016-2017 school year to include all core academic subjects and classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide professional development, resources, and tutorial assistance to one alternative certification program teacher to assist with successful completion of the TEXES. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Campus Administrators, Deputy Superintendent, Human Resources, Principal	Fall 2016-Spring 2017 As Needed		TEXES Testing Data

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 9. Implement a Leadership Academy that will contribute to and ensure the growth of aspiring leaders in Texarkana ISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the application and interview process to select fifteen campus teachers/instructional coaches that will be selected to participate in the second cohort of the Leadership Academy for the 2016-17 school year. (Target Group: All)	Deputy Superintendent	Summer 2016		Participant List, participation of leaders in district activities, placement of teacher leaders into administrator leadership roles.
2. Plan and provide professional development to participants in the leadership academy on organizational leadership, instructional leadership, and organizational management to develop skills associated with high quality leadership traits. (Target Group: All)	Coordinator of Professional Development , Deputy Superintendent, Instructional Services	Fall 2016-Spring 2017		Training Plan, Evaluation of Training, Surveys
3. Implement a Leadership Academy that is based on research proven leadership tenets that will guide and nurture teacher leaders in the district. (Target Group: All)	Deputy Superintendent	Summer 2016		Monthly Schedule of Professional Development, Email Communications
4. Provide ongoing opportunities for aspiring leaders to take additional leadership roles on campuses including: mentoring novice teachers, special projects, participation in campus and district level teams and principal job shadowing. (Target Group: All)	Coordinator of Professional Development , Deputy Superintendent, Executive Director of Instructional Services, Superintendent	Fall 2016-Spring 2017		Portfolio of projects, assignments, and leadership roles of aspiring leaders

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 10. Maintain a district teacher retention rate of 88% for the 2016-17 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementation of the position of Coordinator of Mentoring and Academic Services to provide ongoing support for beginning/novice teachers. (Target Group: All)	Deputy Superintendent, Executive Director of Instructional Services	Fall 2016-Spring 2017		Percent of beginning year teachers retained.
2. Provide ongoing support for novice teachers through effective mentor training on each campus. (Target Group: All)	Coordinator of Mentoring and Academic Services, Principal	Fall 2016-Spring 2017		Documentation of mentoring activities; teacher retention
3. 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
4. Develop and implement a teacher induction program that includes new teacher mentoring based on the Texas Beginning Educator System (TxBESS) framework. (Target Group: All)	Coordinator of Mentoring and Academic Services, Coordinator of Professional Development , Executive Director of Instructional Services	Fall 2016-Spring 2017		Teacher Retention Rate, Teacher Satisfaction Surveys
5. 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
6. 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

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 11. Continue implementation of the Pathway to Teaching Program to produce a pipeline to teacher certification for Instructional Aides.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidance, assistance, and support for district employees who show a desire to become certified classroom teachers. (Target Group: All)	Coordinator of Mentoring and Academic Services	Fall 2016-Spring 2017		Number of Instructional Aides receiving Teacher Certification
2. Establish positive relationships with Texarkana Community College and Texas A & M University-Texarkana to assure smooth entrance and transition of employees to college. (Target Group: All)	Coordinator of Mentoring and Academic Services	Fall 2016-Spring 2017		Number of Instructional Aides enrolled in College Classes
3. Monitor and assist students with classes leading to their degrees. (Target Group: All)	Coordinator of Mentoring and Academic Services	Fall 2016-Spring 2017		Number of students finishing classes each semester.
4. Seek financial aid resources to help students in meeting the expenses of college. (Target Group: All)	Coordinator of Mentoring and Academic Services, Deputy Superintendent, Executive Director of Instructional Services	Summer 2016		Amount of money students received

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 12. Implement Literacy and Math Academies as required by the Texas Education Agency to improve teacher capacity for planning and delivering quality instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Literacy/Reading Academy Training to classroom teachers attending TEA/Region provided training during the summer. (Title I SW: 3,4) (Target Group: All)	Coord. of Elem. ELAR-SS-RTI, Coordinator of Professional Development , Region 8 Specialists	Summer 2016		Sign In Sheets, Lesson Plans, Walkthroughs documenting implementation
2. Provide Math Academy Training to classroom teachers attending TEA/Region provided during the summer. (Title I SW: 3,4) (Target Group: All)	Coord. of Elem. Math and Science, Coordinator of Professional Development , Region 8 Specialists	Summer 2016		Sign In Sheets, Lesson Plans, Walkthroughs Documenting Implementation

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. Increase community/parent involvement and support in Texarkana ISD through multiple measures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue and maintain regular communication with all district stakeholders through campus newsletters, media releases, web page postings, TEACH channel postings, and social media forums. (Target Group: All)	Assistant Superintendent, Deputy Superintendent, Executive Director of Public Relations	Fall 2016-Spring 2017		Total counts of all these activities combined
2. Increase opportunities for district patrons to visit school facilities. (Target Group: All)	Assistant Superintendent, Deputy Superintendent, Executive Director of Public Relations, Principal, Teacher(s)	Fall 2016-Spring 2017		Number of campus and district events held; number of parents and communities members in attendance
3. Provide opportunities for parents to attend workshops on all campuses for grade specific and academic skills. (Title I SW: 6) (Target Group: All)	Assistant Superintendent, Deputy Superintendent, Principal	Fall 2016-Spring 2017		Parent Attendance
4. Conduct parent surveys to determine workshop interests/topics. (Title I SW: 6) (Target Group: All)	Assistant Superintendent, Principal	Fall 2016-Spring 2017		Parent Responses
5. Provide training to counselors and district leaders on the 7 Habits of Highly Effective Families and provide workshops for parents on this content to strengthen the habits of effective families. (Title I SW: 6) (Target Group: All, AtRisk)	Assistant Superintendent, Coordinator of Professional Development , Counselor(s)	Fall 2016		Parent Workshop Dates Sign In Sheets reflecting # of parents attending

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. The District will engage community organizations and communicate these needs to them.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review of Current Process: Campus leadership teams will review mechanisms currently in place for learning about specific student needs on each individual campus and assess how these needs are being met. Where needed, this information flow may be improved or formalized. (Target Group: All)	Assistant Superintendent, Counselor(s), Instructional Services	Fall 2016		Documentation of Process
2. Teachers and staff will receive training on how requests are made. The District will train all principals, teachers and staff re: customer service to be used when interacting with volunteers, including identifying goals, timely communication, expressing gratitude, and giving feedback. Campus leadership will reinforce this training. (Target Group: All)	Assistant Superintendent, Counselor(s), Human Resources, Instructional Services, Principal	August 2015- June 2016		Sign in Sheets -Documentation of Training
3. Campus leadership team and volunteer coordinator will work to inform the Assistant Superintendent for Student and Community Development about these specific student needs as soon as possible so that they can be met in a timely manner. They will also continue to communicate all volunteer efforts on campuses with SCD. (Target Group: All)	Assistant Superintendent, Counselor(s), Instructional Services, Principal	Fall 2016-Spring 2017		Documentation of Volunteers and Communication Efforts

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. The District will work to maximize existing relationships with community organizations and create new ones.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen existing relationships with community organizations with an emphasis on giving our community partners (PIE, etc.) additional publicity and gratitude for their support for our students. (Target Group: All)	Assistant Superintendent, Executive Director of Public Relations	Fall 2016-Spring 2017		Publicity Documentation/Increased Partnerships
2. Communicate success stories of community support for our students both within and outside the District. We need PSA's and other methods to tell these stories to the larger community. (Target Group: All)	Assistant Superintendent, Executive Director of Public Relations	Fall 2016-Spring 2017		Published Stories
3. Recruit new community partners including formalizing partnerships that might currently be informal. (Target Group: All)	Assistant Superintendent	August 2016-June 2017		Additional Community Partnerships

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 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.