

Texarkana Independent School District

Texas High School

Improvement Plan

2020-2021



Texarkana
Independent School District

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Students	2018-2019
Total	1,773
African American	686
Hispanic	272
White	705
Other	110
SpEd	159
Economically Disadvantaged	885

STEM Enrollment	2019-2020
Total	1014 (906)
African American	246 (219)
Hispanic	130 (114)
White	564 (515)
Other	74 (35)
Economically Disadvantaged	
Male	450 (413)
Female	564 (493)

ATTENDANCE

Attendance - 94.3%

DISCIPLINE

Offense	2019-2020	2018-2019
Total Incidents	904	1189
Assaults	4	14
Behavior Felony	0	0
Controlled Substance	46	36
Disrespectful Behavior	59	281
Drug Paraphernalia	2	0
Failure to Comply	155	221
Fighting	108	149
Possession of Alcohol	0	0
Repeated Violent Behavior	24	6
Serious Misbehavior	63	6
Sexual Harassment	6	4
Skipping Class	115	94
Terroristic Threat	5	4
Vandalizing	1	3

Ethnicity	2019-2020	2018-2019
African American	904	946
Hispanic	210	66
White	93	132
Other	36	45
SPED	160	181
Eco Disad	554	1084

Staff Quality Recruitment and Retention

Staff	2018-2019
Total	185.1
Teachers	144.4
Professional Support	11.1
Campus Admin	10.6
Aides	19.1
African American	20.4 (14.2%)
Hispanic	8.0 (5.5%)
White	114.1 (79.1%)
American Indian	1 (0.7%)
Asian	.8 (.6%)
Pacific Islander	0 0%
Two or More Races	0.0% (0%)
Males	56.8 (39.4%)
Females	87.6 (60.6%)
No Degree	2.3 (1.6%)
Bachelors	78.1 (54.1%)
Masters	63.9 (44.3%)
1 st Year Teachers	9.1 (6.3%)
1-5 Years Experience	35.8 (24.8%)
6-10 Years Experience	35.6 (24.6%)
11-20 Years Experience	34.3 (23.7%)
Over 20 Years Experience	29.6 (20.5%)

Parents/Guardians and Community

Parental involvement is always a great need in the high school setting. The lack of parental involvement is not an indicator of a lack of parental support. Most students at the high school level would prefer that their parents not come to the school because of social concerns. Students tend to become more independent the older they become resulting in reduced parental involvement. Increasing accessibility and the presence of parents on campus and at school functions would lessen the stigma teenagers have about parental involvement. Keeping parent contact information current would enable school officials to communicate valuable information directly to the parent concerning student performance, attendance concerns, and opportunities for additional parent involvement. We generally do have a good parental turn out at sportign events. Attendance at Meet the Teacher was large this year. Many faculty members commented that this was the biggest turn out they had seen. We staggered our time with the elementaries and middle school so parents could attend both and not feel rushed. We believe this had a positive effect on the increased turn out.

An area that we have identified as an area of need is our parent commnication to our non English sspeaking parents. The vast majority of them are Spanish speaking. There is the capability to translate what is on the website to Spanish, but native speakers have told us that on documents that large, there is lots lost in the translation. We have also learned that the website is hard for nonEnglish speakers to navigate.

The cross section of parents that responded to our survey seem to feel that their child has the abillity to lead and effectively communicate with interpersonal skills, but they seem to not think that their child seeks first to understand and then to be understood. Also, they do not believe that their child has healthy eating habits and does not consume vegetables everyday.

Our survey also revealed that parents feel that there are many barriers to engagement. They feel that the school staff comes across as too busy and that they do not feel a sense of belonging in their child's school community.

Parents do feel that their child is making progress in academics.

The involvement of the community in the education of its students is critical and certainly worthy of cultivation. Texas High School is in a supportive and close-knit community. Businesses, as a rule, support the school by providing merchandise for various incentives and fund raising activities when called upon to do so. Community and business PIE members provide valuable assistance to the school, and serve as positive role models for our young adults. Business leaders contribute various resources to Texas High School such as time, money, and instructional support. Our partnership with McClarty Ford resulted in 2 Texas High students having a paid internship and full time jobs upon graduation, We will continue this partnership as well as grow others.

Demographics Strengths

Texas High School has a diverse student population for our area of the state.

We have a high percentage of females and economically disadvantaged in our STEM program.

Our discipline data cannot be compared for the year due to school closure; however, at the end of the 4th Six Weeks, were down by 28 incidents from the previous year. There was a significant decrease in fights. In the 2018-2019 school year after 4 grading periods, there were 46 fights. In 2020, at the same time, there had only been 15.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ethnic make up of our STEM/AP program is not reflective of the demographics of our campus. **Root Cause:** Students of diverse populations fail to feel supported while challenging themselves academically.

Student Learning

Student Learning Summary

Student Outcomes and Performance

Accountability	2018-2019	2017-2018
Met Standard	Yes	Yes
Distinctions	2	2
	ELA/Reading	ELA/Reading
	Math	Science

2019 STAAR Performance

2019 STAAR Performance All Subjects	Approaches Grade Level Standard or Above	Meets Grade Level Standard or Above	Masters Grade Level Standard
All Students	75%	51%	19%
African American	62%	33%	7%
Hispanic	73%	47%	16%
White	89%	81%	18%
Asian	85%	81%	48%
Two or More	87%	59%	23%
Eco DisAd	67%	38%	9%
SpEd	36%	19%	3%
Continuously Enrolled	76%	48%	19%
Non-continuously Enrolled	74%	48%	18%

CNA for Targeted Improvement

The campus leadership team met on August 26, 2019, to perform a needs assessment and root cause analysis to determine the cause of our special education score percentage not meeting the state expectation for consecutive years. This team was made up of campus and district level representatives from special education and general education. Through initial discussion two areas were identified to be examined. Class placement/size and lack of language skills specifically vocabulary and writing skills. After looking at data, it was agreed that class placements and class size are not the issue. It was agreed upon that many of our students come to us with very limited literacy skills. It was agreed upon that the current literacy initiative will have long term benefits for our campus and district, but that the lack of understanding or ability to decipher unfamiliar words are having a negative impact on their mastery and test scores. It was also suggested and agreed upon that their limited vocabulary is one of the roadblocks to them producing written responses (short and long) that express their feelings or opinions as well as structural challenges with written expression. Data examined in this meeting included class rollsheets, SpEd student schedules, test data and trends pulled from AWARE and from our school report cards. Due to state testing being cancelled for 2020, we will continue working on this need for targeted improvement and use data throughout the year to monitor and build these skills.

Student Learning Strengths

2020 Data

58 AP Scholars, 4 National AP Scholars

12 students graduated in 2019 with an Associate's Degree with 60 or more college hours

56 Students attained Cum Laude

26 Students attained Magna Cum Laude

31 Students attained Summa Cum Laude

2 National Merit Commended Scholars

2 National Merit Commended Scholars

1 TASSP All State Academic Excellence Team

1 TASSP Teens Serving Texas Honoree

113 Honor Graduates

1 US Senate Youth Program Inductee

1 Coca Cola Scholar

\$17,787,896 in scholarship offers to Seniors 2020

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a disparity between the white student population at the meets grade level standard or above and the African American student population at the meets grade level standard or above. **Root Cause:** Behavior management and large class sizes in our non-STEM classrooms.

Problem Statement 2: While there is growth in the special education population testing results from middle school to high school, we are still short of the target in ELA and math. **Root Cause:** Students lack literacy skills needed to be successful on each of these tests

School Processes & Programs

School Processes & Programs Summary

Personnel

Our campus organizational chart is based on the needs of our students and campus. Starting with the Principal as the leader of the campus, systems are created with responsibilities and expectations. Administrative positions are created as part of this system to lead and manage specific areas of the organization. Support staff have a critical role in the functions of the system and are assigned appropriately. Finally, our teachers have the most important role as they work with our students to build success each day and preparing them for life.

Policies and Procedures

TEKS Resource System to help teachers align lessons to instruction as well as activities.

Unit Assessments and benchmarks are administered to assess student learning and progress towards instructional goals.

Teacher training is a huge piece in the development of our teachers to give them resources to effect student achievement.

Instructional Frameworks of best practices, Eduphoria, and other data sources are critical to the success of our campus and district.

Appraisals

Walkthroughs

Campus Administration will visit classrooms this year as much as possible. Walkthroughs are a top priority and an important part of the appraisal system. This means administration will be out of the office and in the classrooms.

Walkthroughs are formative in nature and used to improve instructions.

After a walkthrough, the teacher will receive feedback via Eduphoria Strive. The feedback is intended to be constructive and positive.

The following categories will be the focus for administration when classroom visits occur:

Focused instruction

- student engagement
- TEKS Resource System alignment
- integrated technology
- students behaving appropriately and on task
- a general classroom climate focused on collaboration, learning, and caring.

What does Texas Teacher Evaluation and Support System (T-TESS) look like at Texas High?

- Each classroom teacher to be evaluated using TTESS will be given a range of dates (1-3 days) to choose from for their evaluation lesson.
- Once the classroom teacher has chosen the date for the evaluation lesson, the classroom teacher will plan the lesson utilizing the various tools and strategies provided during professional development.
- The classroom teacher will meet with the Instructional Coach to discuss the lesson plan.
- The classroom teacher will meet with campus administration for the Pre-Conference.
- The classroom teacher will be evaluated by campus administration.
- The classroom teacher will meet with campus administration for the Post-Conference.

Professional Practices

Our teachers team in PLCs weekly. They also meet as departments to stay cohesive and to offer support for growth for each other.

Professional Development is a priority throughout our district and on our campus. Our faculty meetings are designed in a way to continue the enhancement of our instruction and professional growth.

Programs and Opportunities for Students

A strength of our campus is our facilities. When discussing facilities, people must consider not only the actual buildings but also the equipment, supplies, and materials needed to enhance instruction provided by the teachers. The Texas High School building has been well maintained since the 1967 construction. Custodial services are good, and students and staff can expect clean facilities. All safety standards have been met and the building is accessible to students and staff with disabilities.

The campus has welcomed additions such as the SPAC Theater, M/S Building, Remodeling of the serving area in the Cafeteria. Recent projects include the renovation for Testing Center/Drill Team Facility, upgrade the track and practice fields, upgrade the game fields at Grim Stadium, and upgrades to the cafeteria area. We have recently finished renovating out aquatic center and are finishing a golf facility. We have also added positive signage to support our Leader In Me initiative.

Technology is a process of change and cycle of improvement annually. Each classroom has a standard set up with a teacher computer, student computer, data projector, document camera, white board, and audio system with components in ceiling. Additional technology resources are available for check out through our online destiny system such as Laptop, Chromebooks, iPad carts, and iPod touches. In addition, Texas High School has 4 computer labs with 30 computers each with additional computers available for students throughout the day in the library and career center. We also have several teams of teachers who participate in the Chromebook Academy which allows shared access to a classroom set of Chromebooks as well as training on how to use them most effectively in the classrooms. We have added drops in the College and Career Readiness Center as well as in Mrs. Hamilton's classroom to allow for more student access and availability. In addition to the drops in the college and career readiness center, we also added a door to the foyer of the math and science building so that students can access it more readily.

Infrastructure supports the operations of programs with adequate broadband and data ports.

Barriers in regards to technology - There were barriers in the transition into the 2019-2020 school year in regards to technology. Much of it was due to student passwords not being rolled over before school started.

School Processes & Programs Strengths

Mentor teachers are provided for all New Tigers, and New Tigers report that this is very valuable to them.

Leader In Me Lead Teacher Teams and Student Teams were formed last year. This year we will be in year two of implementation and our goal is to expand the teams and to have all students involved in the study and implementing the 7 habits in their academic and personal lives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students lack the opportunity to obtain real world experience in many career and technological fields. **Root Cause:** Lack of partnerships between community businesses and Texas High School.

Problem Statement 2: Teachers do not have a clear understanding of the variety of ways a collaborative classroom can function. **Root Cause:** More extensive professional development is needed.

Perceptions

Perceptions Summary

Student

Texas High School has a school culture that welcomes all students, an environment that is friendly, positive, and promotes student achievement.

We are very proud of our students, and we believe we have a very positive culture at Texas High. Texas High School has a school climate that is very supportive of all students and staff. After the abrupt halt of life as we knew it in March, for next year, we have embraced our theme of Synergy-Better Together, and we look to strengthn this habit as well as the others in each other as coworkers and in our students trying to encourage the leadership potential in all. We also refer to each other as the "Tiger Family" built on respect, trust, and a willingness to go the extra mile for the next person. We are very collaborative and work together to help our students.

Each student has an individualized graduation plan when they enter THS as a freshmen. We have high expectations for our students and provide them with them with a rigorous curriculum that will prepare them for post-secondary readiness. In addition, we have a strong CTE program that provides our students with skills to build a career with opportunities for certifications while in high school.

The results of the student survey indicate that we do well in modleing effectiveness and wellness. It also indicates that our student engagement is the biggest area of concern with Self efficacy, self regulated learning, and studnet motivation being the top reasons why.

Staff

We have a culture of experienced staff who care about students and work to ensure they have a quality and meaningful education that will prepare them for life after high school. Our campus has an emphasis on college and career readiness. Our staff feel that they have an open mind and take initiative. They do feel that they do not always take care of their own physical well being. They also feel that the families do not reinforce the school's social-emotional learning initiatives at home.

Parent

Parents have many opportunities for involvement at Texas High School. From Tiger Camp as parents of freshmen to evening workshops for Seniors, we have many workshops that are geared to enlighten and enlist the help of parents. We are going to change the format of a few of these this year. We are going to combine them and make it more of a conference feel on a Saturday. We are going to offer sessions in Spanish to reach more parents as well as some other format changes. Even though there are these opportunities, the results of the survey do not indiate that it is communicated well or understood by many parents. This is an area of concern.

Perceptions Strengths

We have a large number of parents who attend Meet the Teacher, pep rallies, and other events that are hosted by the school.

Teachers report that overall they feel that the school is an inviting and supportive place for students to learn, they feel that the school is a safe place to learn, and that teachers are willing to help out whenever there is a problem.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many students lack intrinsic motivation to do their best academically and behaviorally. **Root Cause:** Apathy and peer pressure

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Employee Data

- Campus leadership data

Goals

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


Performance Objective 1: Expand the Ross Perot STEM Academy by 2% in the Economically Disadvantaged and African American populations for the 2020-2021 school year.


Evaluation Data Sources: The STEM Academy has had growth in Economically Disadvantaged Students as well as At Risk students. We have come very close to meeting the demographics as a school as a whole. Other areas of growth have been in the number of females enrolled in the STEM Academy. Areas in which improvement is still needed is in the number of African American students. The percentage of African American students enrolled at Texas High are significantly higher than those of the academy.

Summative Evaluation: None

Strategy 1: Actively recruit incoming freshmen for the STEM Academy utilizing current STEM students of diverse ethnicity.	
Strategy's Expected Result/Impact: Population of STEM academy will more closely reflect the demographics of the school population.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Assistant Principal of STEM Academy.	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Increase student enrollment in AP and DC courses by 2% annually over the next 5 years

Evaluation Data Sources: Course Offerings, student schedules, Associate degree graduates, and number of students taking AP exams will be indicators of strengthening of the AP/DC student enrollment and participation

Summative Evaluation: None

Strategy 1: Increasing awareness and participation in AP Ambassadors program.		
Strategy's Expected Result/Impact: Increased number of students enrolled in courses		Formative
Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Continue to increase the number of students enrolling in Dual Credit courses, AP courses and taking AP exams with a focus on increasing minority participation.		
Strategy's Expected Result/Impact: Increased number of students taking AP exams and enrollment in AP/DC courses.		Formative
Staff Responsible for Monitoring: Assistant Principal of Student Success		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Increase staff qualified to teach Dual Credit and AP courses.

Strategy's Expected Result/Impact: Provides more opportunities for teachers, increase in student performance due to instructional training for the course.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec


Feb


Apr

Summative

June

 No Progress

 Accomplished



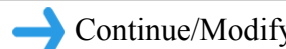

 Continue/Modify

 Discontinue

Performance Objective 3: Increased Career and Technical Education (CTE) student participation in Career and Technical Student Organization (CTSO) competitions by 2% each year for the next five years.

Evaluation Data Sources: Entries into CTSO competitions, numbers of events entered in CTSO competitions, number of students advancing in CTSO competitions

Summative Evaluation: None

Strategy 1: Provide technology resources and hands-on activities to maximize student engagement and to promote student self-discovery and problem solving	
Strategy's Expected Result/Impact: Increase in student success as a result of higher engagement.	Formative
Staff Responsible for Monitoring: Teachers	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 199 - General Fund 244 - Perkins Career & Technical Ed	
Strategy 2: Academic advisors will be trained in CTE coherent sequences to increase participation and maximize understanding.	
Strategy's Expected Result/Impact: Increased numbers and maximum understanding	Formative
Staff Responsible for Monitoring: Assistant Principal of Student Success	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
   	

Performance Objective 4: Special education sub-population will meet the target or above on state testing in math and reading.

Targeted or ESF High Priority

Evaluation Data Sources: Testing results and accountability reports

Summative Evaluation: None

Strategy 1: Consistent literacy instruction (vocabulary and written expression) across disciplines.	
Strategy's Expected Result/Impact: Students will perform better on state testing.	Formative
Staff Responsible for Monitoring: Principal	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide quality professional development that models the six approaches to collaborative teaching.	
Strategy's Expected Result/Impact: Teachers will have an increased understanding of and number of strategies for effective instruction that they will utilize on a daily basis.	Formative
Staff Responsible for Monitoring: Assistant principal for curriculum and instruction.	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: English department compiles a list of vocabulary instructional strategies that are effective that is shared with all department chairs.

Strategy's Expected Result/Impact: Teachers who have not gone through LETRS training can benefit from the knowledge of teachers who have gone through LETRS training and add more tools to their instructional toolbox. Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None	Formative
	Funding Sources: None	Dec
		Feb
		Apr
		Summative
		June

Strategy 4: Department chairs notify departments that recommended vocabulary instructional strategies are available in Google online to be utilized.

Strategy's Expected Result/Impact: Discussion will occur within the departments to bring awareness and intentional inclusion of vocabulary instruction across departments. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None	Formative
	Funding Sources: None	Dec
		Feb
		Apr
		Summative
		June

Strategy 5: Diagnostic tutoring is provided to students in enrichment based on their specific area(s) of needed improvement.

Strategy's Expected Result/Impact: Students will be able to have acceleration in their particular area of need based on past testing data. Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None	Formative
	Funding Sources: None	Dec
		Feb
		Apr
		Summative
		June

Strategy 6: Voluntary peer tutoring in reading and math will be provided by Leader In Me students during lunches.

Strategy's Expected Result/Impact: Students will assist each other in ELA and math to create academic dialogue among peers and support for each other.

Staff Responsible for Monitoring: Assitant Principal of Positive Behavior Support

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb


Apr

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Strategic Objective: Texas High will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: Texas High School will increase student opportunities with community businesses by 2% over the next 5 years.

Evaluation Data Sources: Schedules of students indicating their enrollment and attendance in CTE courses that allow for job placement and modified school day to report to work. Tracking of students once they graduate to evaluate if they are making careers in the areas of their internships. Number of businesses and students attending our student job fair.

Summative Evaluation: None

Strategy 1: Texas High will increase membership on the CTE Advisory Board		
Strategy's Expected Result/Impact: More input and communication with area businesses.		Formative
Staff Responsible for Monitoring: Assistant Principal for Student Success		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Texas High will host a career fair and invite local businesses to participate.		
Strategy's Expected Result/Impact: Exposure of students to local job market. Increased desire by local businesses to find places for Texas High students within their businesses.		Formative
Staff Responsible for Monitoring: Associate Principal of College and Career Readiness		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: Expand internship partnerships with area businesses. (Currently have one with McLarty Ford and on year 2 of that. Wanting to expand to other businesses and within the school district.





<p>Strategy's Expected Result/Impact: Placement of students into local businesses that result in a career path immediately out of high school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Texas High will focus on customer service at all levels by offering events and information in various forms and at a variety of times.

Evaluation Data Sources: Surveys, participation, schedule of events such as SIT meetings, parent conference days/evenings, schedule of various pep rally times,, faculty meeting door prizes and snacks, various times of teacher accessibility for students including Night Library, Make Up Hour opportunities, variety offered in cafeteria, and more.

Summative Evaluation: None





Strategy 1: Input will be requested and utilized from faculty and staff members.		
Strategy's Expected Result/Impact: Increased morale and productivity		Formative
Staff Responsible for Monitoring: Principal		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: A level of personal care will be modeled by administration to set the tone for interactions with all others.		
Strategy's Expected Result/Impact: Students, families, and community members as well as faculty and staff will feel appreciated.		Formative
Staff Responsible for Monitoring: Principal		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: All students will take ownership in their personal learning in a trusting, supportive, and mutually respectful environment.

Performance Objective 1: Implementation of Leader In Me

Evaluation Data Sources: Leader In Me Student Lead Teams, Leader In Me Teacher Lead Teams, Projects taken on by Leader In Me Teams, Lesson Plans, Communication via Mr. Anderson to staff and students in regards to Leader In Me initiatives and meetings.





Summative Evaluation: None

Strategy 1: Diverse student teams that reflect the demographics of Texas High will expand and will partner with StuCo and Leadership on events	
Strategy's Expected Result/Impact: More students working together for the betterment of our campus	Formative
Staff Responsible for Monitoring: Assistant Principal of Positive Behavior Support	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: 7 Habits Signage and vocabulary usage will expand throughout the campus.

Evaluation Data Sources: Signage in the courtyard, cafeteria, hallways, restrooms, and classrooms.

Summative Evaluation: None

Strategy 1: Activity funds will be used to purchase signage and classroom posters		
Strategy's Expected Result/Impact: Beautification of campus/classrooms and LIM vocabulary exposure and internalization for our students and staff		Formative
Staff Responsible for Monitoring: Assistant Principal of PBS		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: The faculty, staff, and students throughout the campus will be exposed and use the Leader In Me language in presentations and goal setting.		
Strategy's Expected Result/Impact: Personal goals and action plans will be set by individuals across campus		Formative
Staff Responsible for Monitoring: Assistant Principal of PBS		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: We will post jobs as early as possible to increase the applicants available.

Evaluation Data Sources: Job postings in recruit and hire

Summative Evaluation: None

Strategy 1: Conversations will take place throughout the year in reference to positions that may come open so that we can begin to recruit early.

Strategy's Expected Result/Impact: Acquiring the most highly qualified faculty available

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb


Apr

Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Participation in the TISD Job Fair

Evaluation Data Sources: Notes from the interviews and any possible new hires that result from that event





Summative Evaluation: None

Strategy 1: All THS administration will participate in the Job Fair so that we have the best chance of recruiting the most qualified and diverse staff and faculty possible.	
Strategy's Expected Result/Impact: Acquiring the most highly qualified faculty possible	Formative
Staff Responsible for Monitoring: Principal	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Continued quality professional development for staff and faculty

Evaluation Data Sources: Continuing education hours posted in Strive and professional development calendars and agendas.

Summative Evaluation: None

Strategy 1: High quality PD takes place throughout the year at the campus and district level.		
Strategy's Expected Result/Impact: Teachers will be more effective in instruction through knowledge of more instructional tools and methods specifically targeting how to better assist our at risk and special education students when possible		Formative
Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: When the opportunity arises for teachers to attend state and national level conferences, there is an intent and effort to make this happen.		
Strategy's Expected Result/Impact: Through attendance teachers will be able to learn best practices, trends, and research to improve instruction.		Formative
Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> ● Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

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

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	Shawn Davis	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	Holly Tucker	
<p>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</p> <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	<p>Education code 38.0041</p>	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
<p>17. College and University Admissions and Financial Aid (All grade levels)</p>	<p>Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201</p>	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
<p>18. Comprehensive School counseling Program that includes:</p> <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	<p>Education Code 33.005</p>	Sherry Young	Board Policy BQ (H), FFEA(H)

<p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none">• An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and• Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.			
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