

Texarkana Independent School District

Highland Park Elementary

Improvement Plan

2020-2021



Texarkana
Independent School District

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	16
Goal 2 : Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.	19
Goal 3 : Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.	21
Goal 4 : Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.	24
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Park Elementary is a neighborhood school that has proudly served our neighborhood students for over 100 years. We are a very diverse campus with two district programs, the RISE program and a one way dual language program. Our RISE program houses a fixed number of students that receive special services in order to be successful. Our bilingual program is a one way Spanish program which follows the Gomez and Gomez instructional model for language acquisition. This program has continued to grow yearly with 130 students currently enrolled.

We currently serve 363 students in grades kindergarten through 5th grade. Of the 363 students, 8.54% are Caucasian, 38.57% are African American, 49.04% are Hispanic, .3% are Native American and 3.58% are classified as two or more races. 96.97% of our students qualify for free and reduced lunch and 40.5% are English Language Learners. Also, 77.13% of Highland Park students are considered At-Risk.

Capacity for enrollment is 440 students total with three sections of each grade level accepting up to 22 students in each section. We have sustained a fairly consistent enrollment throughout the years.

In order to serve our students, Highland Park is proud to employ a diverse staff consisting of 20 Caucasians, 17 African Americans, and 14 Hispanics including 5 males. We currently employ 18 classroom teachers and three activity teachers. We have two administrators, one Counselor, one Administrative Assistant, one Receptionist, one Health Aide, one Library Aide, seven Title 1 funded Instructional Aides, four custodial staff members, and four child nutrition staff members.

Improving attendance is a consistent goal at HP. In the 2019-20 school year our attendance was as follows:

First 6 Weeks: 97%

Second 6 Weeks 97%

Third 6 Weeks 96.6%

Fourth 6 Weeks 96%

Fifth 6 Weeks-Covid 19

Sixth 6 Weeks-Covid 19

Highland Park is fortunate in that we do enjoy a tremendous amount of support from our parents and community members. Local churches and student groups offer mentorship opportunities, school supplies, and many other generous donations in both time and tangible items for our students. Our parents are for the most part extremely supportive in the education of their children as evidenced by a consistent student attendance rate of 96.6%. However, attendance at many school events is lower due to parents working and other economical factors. We also tend to have a fairly high rate of mobility with our students at 25.7%

Demographics Strengths

Highland Park is a diverse campus where every student is appreciated and valued for their own strengths.

Student Learning

Student Learning Summary

Highland Park Elementary students are high performing as indicated by past Met Standard ratings awarded to the campus by the Texas Education Agency (TEA). Because of Covid 19, HP will keep Met Standard accountability rating for 2019-2020 with identified Targeted Improvement. Based on staff observations and student performance on readiness tests, most students are not well prepared when they enter school. However, student performance as documented by the Texas Primary Reading Inventory (TPRI), Frog Street, and STAAR results as well as staff observations is indicative of the students ability to learn. The potential to set higher goals to challenge them further is evident in their performance. 82% of our students in grades Kindergarten-second grade were considered to be at the Meets level on their TPRI End of the Year assessment during the MOY examination. Our campus had a target goal of 73% which we did meet. However, due to Covid 19 and possible regression from being at home, we will keep the same goal for next year with the expectation of meeting and surpassing that goal.

In analyzing current STAAR data, it is noted that although HP has strong scores in the approaches grade level areas of Reading, Math, and Science, much improvement is needed in the grade level and master's level categories. HP will continue to dissect and analyze the TEKS for each subject area and grade level, increase the rigor of the lessons delivered, and closely monitor assessment data to ensure student gains in success.

Below is a chart showing the various performance levels of our students on all tests. As you can see, our approaches grade level remained the same. Students achieving the Meets level declined by 2 percentage points while students achieving the Masters level rose by 4 percentage points. We attribute the drop to the reduced numbers enrolled in testing grade levels. We do believe that with proper professional development and implementation of a campus Data Driven Instructional Calendar, we will see a rise in scores at the higher levels of achievement. It is important to note, we are still performing above the state averages in the Approaches grade

level category.

	2018	2019
Approaches	73%	73%
Meets	32%	30%
Masters	7%	11%

A closer analysis of recent STAAR data shows the following:

- While there was no change in the percentage of students passing STAAR reading tests at approaches grade level , there was an increase in the percentage achieving the Masters levels.
- There was an decrease of 4 percentage point in students passing the math STAAR tests at the approaches level and a decrease in meets level of 6 percentage points, there was also an increase of 4 percentage points of students achieving the Masters levels.
- There was an decrease in students passing the science test, but an increase in the percentage achieving the Meets and Masters level.

- There was a decrease in students passing the writing test and those achieving the Meets level, but a decrease in those achieving the Masters level.
- In all areas, our African American and Economically Disadvantaged subgroups performed lower than our hispanic, white, and two or more subgroups.

An analysis of the 2019 STAAR Scores and Accountability report indicates Highland Park has been identified for target support and improvement in the all students group in both reading and math. Highland Park received an overall rating of C.

We established a Campus Leadership Team that has met and discussed campus performance and objectives. The team went through the root cause analysis process which involves data collecting, root cause identification, and making recommendations to prevent recurrences. Additionally, the root cause analysis was used to target opportunities for system wide improvement in the category of student achievement. Items brought forth in the conversation:

- Teacher preparation
- No longer accepting lower standard
- Specificity in teaching, what do you want them to know and be able to do
- increased student accountability and level of thinking

Student Learning Strengths

Highland Park Elementary received two distinction designations during the spring of 2017 in student progress and closing the achievement gap.

Highland Park Pre K students showed tremendous growth on the Frog Street Testing Instruments from the beginning of the year to the end in Syllables and Sounds, letter recognition, Vocabulary, Rhyme, and counting. Preliminary TPRI data showed results of increased achievement in all grade levels in reading skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scored dropped dramatically in all areas in the master's level category. **Root Cause:** Teachers must increase rigor and mastery of content rather than simply accepting lower passing standards.

Problem Statement 2: The all student group is 10% points below the reading target and 15% points below the math target. **Root Cause:** Ineffective use of planning and instructional delivery

School Processes & Programs

School Processes & Programs Summary

In order to address student concerns, several years ago we began having all staff meet together in grade level PLCs once per grading period to review student scores on district assessments and formulate a plan for remediation where needed. During these meetings led by administrators and Instructional Coaches, teachers share strengths and growth areas from the latest assessment data. Teachers share best practices and encourage each other to continue growing in personal teaching abilities. This has proven to be a very beneficial process we will continue throughout the upcoming school year.

Beginning in the fall, academic tutorials are offered free of charge. These have typically taken place after school. Students will use a self-paced online tutorial program as well as small group teacher led instruction. Teachers will have the ability to assign certain activities to students to target individual needs.

As part of a district-wide literacy initiative, teachers will implement Guided Reading as part of the Literacy Block each day. Training took place last year and will continue throughout the current school year. We will be monitoring progress with this initiative closely.

In regards to Math TEKS, teachers have been receiving quality professional development through the district Instructional Services office for several years. We anticipate that will continue through the 2019-20 school year.

Our classroom technology continues to grow. The district initiative to increase classroom technology continues this year. We have three teachers participating in a pilot study on mobile teachers stations. We also have three teams of teachers participating in Google Certification. Upon completion, they will receive a classroom set of Google Chromebooks to use with their students. We hope to continue increasing access to technology throughout various programs over the next several years.

After reviewing the campus attendance data, it has been noted that absences are becoming a major issue for our students. We intend to implement a strong incentive program at HP to encourage on time, school attendance.

Campus survey data also revealed several additional processes and programs to address: (1) an increase in instructional rigor, (2) integration of writing into all subjects, (3) increase our student performance in master's level content tests.

After meeting with the long-range planning committee and the Campus Quality Improvement Committee, we feel we can address the

need for an increase in rigor through the integration of writing and a tighter vertical alignment in all subjects.

Additional information revealed through survey data:

- Teachers noted that they have the greatest need for professional development in Workstations, Technology, and Science.
- Teachers noted strengths in understanding the basic curriculum - the TEKS.
- Teachers need more training on implementing Reader's and Writer's Workshop.
- Teachers noted strengths in teaching Math.
- Technology integration is a great need for our teachers.
- Teachers need more help in learning to increase rigor.
- Teachers would like release time to observe others teaching.

School Processes & Programs Strengths

Continued growth of staff ability to dissect data through grade level PLCs meeting each grading period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite improvements, writing continues to be our students lowest performing area. **Root Cause:** We believe the lack of vertical alignment with regard to writing standards and student expectations plays a huge role in the lack performance by 4th grade students. We also believe teachers need more training on writing integration techniques.

Problem Statement 2: We saw a significant decline in students performing at the highest levels of achievement on STAAR this year. **Root Cause:** We believe teachers need more training on integrating rigorous activities including writing in all subjects.

Perceptions

Perceptions Summary

Highland Park is in their fifth year of implementing the *Leader in Me* professional development program and achieved Lighthouse status during the 2018-2019 school year. *The 7 Habits of Highly Effective People* and the process for embedding the habits are taught to staff members within the school community. Teachers and staff embed the *7 Habits* throughout the school program, including instruction in core content areas. As a result, students acquire 21st century competencies essential for student success. HP embraces a culture where all individuals including students are given the opportunity to lead and view leadership as a choice as opposed to a position. Every student is provided with leadership tools that empower them to reach their individual potential. One such tool is our data notebooks where students and staff use the notebooks to track their individual progress towards personal and academic goals as well as expand self-awareness to identify personal strengths and weaknesses. The *Leader in Me* process requires teachers and administrators to encourage and support students in their leadership abilities. Teachers and staff confirm student's self-worth and leadership ability which in turn inspires the students to see their own worth and leadership abilities and ultimately impacts the culture of the entire school. As a result, it is Highland Park Elementary school's belief that the student's positive beliefs will ripple into the community.

Additionally, staff members articulate to all stakeholders that the *7 Habits* pertain to all individuals regardless of age, race, or gender and believe practicing these habits will transform the school culture and lead students to develop skills in leadership, accountability, adaptability, and problem solving. Teachers work through a process to create and teach daily lessons informed by the habits and support with displays throughout the school walls and conversations in the classroom.

Highland Park places a high priority on finding ways to create a family and community friendly school environment. This year, newsletters will not only inform parents of school events, provide essential information, but help foster an important connection between stakeholders. Like the newsletter, the Tuesday folders promote a connection between the classroom and the home. Many school wide events are initiated to bring students and family members together including Muffins for Mom, Do-Nuts for Dad, and Coffee for Grandparents. Other such events include our Family nights, Open House, Habit with a Twist, and Leadership Day. The importance of parent participation and voice is highlighted in numerous ways. A Find Your Voice mailbox is displayed in the front foyer of the building to encourage students and parents to communicate ideas or concerns.

Other school events encouraging family participation include the annual Fall Festival, Christmas Program, Art Show, and the VIP STAAR night where teachers inform parents on strategies to help their students succeed and prepare for the annual STAAR test.

In 2020, a campus self-analysis needs assessment was given to all staff to assess the campus processes and programs. Survey results identified three school wide processes needing improvement: time to observe each other teaching, teacher voice, and family engagement (academic).

For the 2020-2021 school year, the campus will receive three observation times schedule to observe colleagues teaching and continue the Leader in Me process. Additionally, they will find more ways to recognize student that utilize leadership habits. To increase teacher voice, team leaders will meet monthly with the campus administration to share ideas, make decisions and discuss ways to increase teacher capacity. To address teacher's needs for training on TEKS Resource System, the Instructional Coach will provide training to new teachers. The analysis indicated that parent involvement for non-academic after school activities is at an all time high. However, they feel an increase in academic involvement will have a positive effect on the school. They want to communicate with parents the ways they can be involved: attend meetings and phone conferences and go through Tuesday folders. Anticipation of reaching these goals will take 3-5 years.

In 2020, a professional development survey was completed by teachers. They identified 3 needs: Developing Effective Stations in Math (Total: 85%), Behavior Intervention (Total: 90.4%), and Technology Integration using Chromebooks/IPADS (Total: 86.95%). Strategies and trainings will be provided during the year, per the school's Campus Professional Development Plan.

Our MRA data from the Leader In Me Survey shows growth in all areas but student led achievement. HP focused on family involvement this past year and the data showed growth in this area in the school and family partnerships and family efficacy areas of 7A% and 2 %. Student led achievement shows an area to focus on for the upcoming school year. All staff will participate in empowering instruction training in August to hopefully help address this issue.

Staff Fullfillment and Staff Empowerment were also a positive area for Highland Park. Staff Fullfillment stayed at 87% and Staff Empowerment showed a 7% growth.

Another area we need to focus on is encouraging our students to believe in themselves. The most alarming piece of the MRA survey is in the area of growth mindset. 54% of students believe they can learn new things, but can't change their basic intelligence and only 49% believe their intelligence is something they have the power to change. We are going to have to do a better job motivating our students and encouraging them to believe in themselves. We need to show them they have the power to change their intelligence and teach them the strategies needed to improve their academics such as setting goals and having deep conversations about the steps that are in their control to reach their goals and then give them the opportunity to utilize those steps and actions for goal attainment.

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: With a focus on balanced literacy, Kinder-2nd grade will have 73% of all students developed on TPRI by May 21, 2021.

Evaluation Data Sources: TPRI Data

Summative Evaluation: None

Strategy 1: 1. Data review PLCs: All teachers will participate in data review PLCs after each district wide assessment.	
Strategy's Expected Result/Impact: During each data review meeting, we will compare the current data to the campus performance objectives. If students are failing to meet the objectives, interventions will be planned.	Formative Dec Feb Apr
Staff Responsible for Monitoring: Campus Administration, Instructional Coaches	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources:	Summative June
ESF Levers: None None	
Additional Targeted Support Strategy	

Strategy 2: Implementation of Writing Block into the master schedule for all grade levels.

Strategy's Expected Result/Impact: Student's writing foundation and skill level will increase through intentional, daily practice.	Formative
Staff Responsible for Monitoring: Campus Administration and Literacy Instructional Coach	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	
	Dec
	Feb
	Apr
	Summative
	June

Strategy 3: Provide comprehensive, intentional planning time for each grade level weekly with instructional coaches and team members.

Strategy's Expected Result/Impact: Intentional planning of instruction and activities will increase student achievement in all areas.	Formative
Staff Responsible for Monitoring: Campus Admin, Instructional coaches	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	
Additional Targeted Support Strategy	Dec
Results Driven Accountability	Feb
	Apr
	Summative
	June

Strategy 4: Provide vertical alignment professional development in reading and math each six weeks.

Strategy's Expected Result/Impact: Academic vocabulary and skills will be developed consistently within and between each grade level. This consistency will increase student achievement in all areas.	Formative
Staff Responsible for Monitoring: Campus Admin, Instructional Coaches	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	
Additional Targeted Support Strategy	Dec
	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Improve student academic growth with increased student performance on STAAR Science from 61% to 70% by May 2021.

Evaluation Data Sources: 2020 STAAR Data

Summative Evaluation: None

Strategy 1: Provide students in grades K-5 an opportunity to partake in Science Stations in an effort to provide hands-on learning to reinforce Science concepts, as applicable.
Class attendance/participation will be documented via lesson plans, journal activities, etc.

Strategy's Expected Result/Impact: Increased student performance in Science concepts as evidenced by Science journal, Unit Assessments, Benchmarks, and STAAR Science (grade 5).

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June

Strategy 2: Consumable materials and technology resources such as chrome books, ILE, Mentoring Minds, Stemscoptes, ESC Learning Systems, Ford Ferrier, Pebble Go, Escape Rooms, and Study Island will be purchased to support learning in Science and all Content Areas. Flexible seating options will also be purchased to increase student engagement in all content areas.


Strategy's Expected Result/Impact: Increased student performance in Science and all content areas as evidenced by unit assessments, benchmarks, and STAAR.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

Strategy 3: Campus will conduct make and take workshops for science and math to use during stations.

Strategy's Expected Result/Impact: Increased student performance in Science and all content areas as evidenced by unit assessments, benchmarks, and STAAR.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal Math Coach		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





Performance Objective 1: All students will participate in the Leader In Me program in order to instill leadership skills as well as setting and achieving personal and academic goals.

Evaluation Data Sources: Student Leadership Notebooks
DEAL Time lessons

Summative Evaluation: None

Strategy 1: We will establish regular, predictable, positive learning environments where behavioral expectations are taught and modeled and students are acknowledged for doing the right thing.	
Strategy's Expected Result/Impact: improved student leadership capacity and decreased discipline/behavioral issues.	Formative
Staff Responsible for Monitoring: All staff	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: All staff will model and deliver direct teach lessons weekly during DEAL time.	
Strategy's Expected Result/Impact: improved student leadership capacity and decreased discipline/behavioral issues.	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 3: Student Led conferences will be conducted in the Spring of 2021

Strategy's Expected Result/Impact: improved student leadership capacity and decreased discipline/behavioral issues.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Performance Objective 1: By May of 2021, all teachers will have observed three of their colleagues in a teaching environment.


Evaluation Data Sources: Documentation of visits including teacher names and dates.

Summative Evaluation: None

Strategy 1: Routine implementation of Professional Learning Communities (PLC) and Lesson Planning so as to increase teacher collaboration and the quality of instruction. Utilization of Lead4ward data disaggregation documents and eduphoria data to guide the collaboration and improve the delivery of instruction	
Strategy's Expected Result/Impact: Weekly participation and evidence of increased collaborative planning on a monthly basis in an effort to improve instructional strategies and the overall delivery of instruction. Active participation and engagement during 6-week grade level extended lesson planning sessions.	Formative
	Dec
Staff Responsible for Monitoring: Administration	Feb
	Apr
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Provide opportunities for teachers to observe other teachers; mentor teachers model lessons and/or strategies for improved practice	
Strategy's Expected Result/Impact: Encourage teachers to learn from one another via increased opportunities to observe one another and acquire instructional strategies that will enhance student learning.	Formative
	Dec
Staff Responsible for Monitoring: Cross	Feb
	Apr
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Ensure effective leadership practices through the implementation of sustainable leadership opportunities at HP.

Evaluation Data Sources: Teacher and staff retention numbers 2019, staff surveys, claimed leadership roles' documentation

Summative Evaluation: None

Strategy 1: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees	
Strategy's Expected Result/Impact: Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2018	Formative
Staff Responsible for Monitoring: Administration	Dec
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Create and implement a lead content chain to facilitate vertical planning and alignment.	
Strategy's Expected Result/Impact: Ownership of professional development needs, increased leadership capacities among staff, accelerated growth in teacher content expertise.	Formative
Staff Responsible for Monitoring: Principal Instructional Coaches	Dec
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Performance Objective 1: Expand opportunities for parent participation/involvement by 10% or greater by May 2021 in order to support school initiatives and promote a positive relationship between home and school.

Evaluation Data Sources: Parent Sign In Sheets, Raptor Logs

Summative Evaluation: None

Strategy 1: Communicate with parents in both English and Spanish by sending home monthly calendars, newsletters, flyers and invitations and following up with Tiger 411 Calls, e-mails, Class dojo, campus social media pages, and campus webpage postings to ensure parents are well-informed of campus events/activities.

Strategy's Expected Result/Impact: Increased parent involvement as evidenced by family engagement events/activities supported by sign-in sheets.

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June

Strategy 2: Establish partnerships with local agencies to support student progress in grades K-5. (i.e., fire department, police station, medical facilities, local businesses, etc.)


Strategy's Expected Result/Impact: Increased community involvement and business partnerships	Formative
Staff Responsible for Monitoring: Classroom Teachers Counselor Nurse Administration	Dec Feb Apr
Title I Schoolwide Elements: None Problem Statements: None	Summative
TEA Priorities: None Funding Sources: None	June
ESF Levers: None	

Strategy 3: Provide light refreshments for Make & Take Sessions, Family Literacy Nights, Science Night, Math Night, to encourage parent participation and student incentives to encourage and motivate students to bring their parent(s).

Strategy's Expected Result/Impact: Increased parent participation in academic nights as evidenced by sign-in sheets and agendas	Formative
Staff Responsible for Monitoring: Kyles, Allen	Dec Feb Apr
Title I Schoolwide Elements: None Problem Statements: None	Summative
TEA Priorities: None Funding Sources: None	June
ESF Levers: None	

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

continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

--

--

--