Texarkana Independent School District

Spring Lake Park Elementary

Improvement Plan

2020-2021

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

We currently serve 382 students in grades Pre-kindergarten through 5th grade. Of the 382 students, 22% are caucasian, 62% are African American, 6% are Hispanic, 0.2% are Asian and 9% are classified as two or more races. 91% of our students qualify for free and reduced lunch and 2% are English Language Learners. 12% of Spring Lake Park's student population receives special education services. 64% of the student population is considered At-Risk. Capacity for enrollment is 440 students total with three sections of each grade level in Kindergarten through Fifth grade and two sections of Pre-Kindergarten accepting up to 22 students (class average) in each section.

ELL services are offered at Spring Lake Park. Our ESL population is diverse with students speaking Urdu, Spanish and Tagalong. 2% of Spring Lake Park's student population is considered ESL. This number is stable and has been the same for seven years.

Spring Lake Park Elementary has seen an decrease in mobility since 2012. In 2012-2013 there were 112 mobile students with mobility rate of 24.72%. According to the TAPR report from 2018-2019, there were 76 mobile students with a rate of 23.6%. The district's average for mobility is 15.2% and the state's is 15.4%. Spring Lake Park is over the district and state average. The campus as well as the other elementary schools in the district are working together to align grade level lesson planning. This process will assure that if a mobile student moves to another TISD campus, instruction is so closely aligned, that no gaps will be created. A weekly Reading Scope and Sequence and a weekly phonics guide book have been developed for teachers to use to align their lessons.

Spring Lake Park has seen an increase in economically disadvantaged students over the last few years. The data shows a more than 18% increase in six years.

2012-2013 73.13%

2013-2014 75.92%

2014-2015 78.83%

2015-2016 78.80%

2016-2017 84.74%

2018-2019 91%

2019-2020 are 91%.

Attendance is something we always evaluate and try to improve. In the 2019-2020 school year our attendance was as follows:

First 6 Weeks: 96%

Second 6 Weeks: 95%

Third 6 Weeks: 95%

Fourth 6 Weeks: 94%

Fifth 6 Weeks: COVID-19

Sixth 6 Weeks: COVID-19

We were unable to track 5th and 6th six weeks data due to COVID-19.

A campus analysis of discipline referrals shows a increase from the 2017-2019 school year. 2018-19 there were 113 PEIMS reportable office referrals in the 2018-2019 school year compared to 69 in 2017-2018. This increase was was due to more comprehensive reporting of all incidents to PEIMS. 20-19-20 there were 165 reportable refferrals.

In order to serve our students, we currently employ twenty classroom teachers, two special education teachers and three activity teachers. We have one Principal, one Assistant Principal, one Counselor, one Adminstrative Assistant, one Receptionist, one part time interventionists, three full time interventinists, one Health Aide, one Library and Compuer Lab Aide, two pre-kindergarten Aides, one ISS Aide, three Instructional Aides, three custodial staff members, and four child nutrition staff members. The staff demographics reflect the student population. There are 5 black teachers and 14 white teachers. There are 4 African American paraprofessionals.

Teacher retention is moderate. We are trying to increase teacher retention by providing mentors, curriculumn help through our Instructional Coach and whole-teacher support with the administration.

Our Campus Instructional Coach, one ISS Aide, one Library Aide and two Instructional Aides are paid for through Title One monies. State Comp Ed pays for one SciTEK teacher, two Prekindergarten teachers, three PT Interventionists, one Computer Lab Aide and two Prekindergarten Aides.

Spring Lake Park's parent community is as diverse as the students. Most of parents have a high school education or higher degree. Most of our parents work and have a single income. While this is not the case for all of students, there is a high number of single parent homes and students being raised by grandparents or guardians. Parents attend school events, especially our Family Engagement Nights. We encourage more involvement in our school with our Volunteers in Public Education Program.

As a land-locked community, it is hard to grow. The neighborhoods are becoming older and there is not a boom in remodeling the homes in the area. The growing rate of low socio-economic students that attend Spring Lake Park indicates a declining community surrounding the school.

The school has built a partnership with a neighboring church. Often the church provides breakfast or meals for the teachers. The Omega Psi Phi Fraternity and Alpha Kappa Alpha Sorority mentors a group of 4th and 5th grade boys and girls on character building and our school wide Sharpen the Saw Clubs invites community members in to teach their trade or hobby.

Demographics Strengths

We are able to have staff members through Title One and State Comp Ed funding.

Student Learning

Student Learning Summary

In 2019-2020 Spring Lake Park students took a variety of District Benchmarks.

First Grade took a semester MATH exam using manipulatives with a percent score of 70.75

83.61% Approaches, 45.9% Meets, and 14.75% Masters.

Third Grade took a Fall MATH Benchmark with a percent score of 52.35

46.77 Approaches, 16.13% Meets, and 3.23% Masters.

Third Grade took a Fall READING Benchmark with a percent score of 55.60

50% Approaches, 22.58% Meets, and 9.66% Masters.

Fourth Grade took a Fall MATH Benchmark with a percent score of 47.79

51.79% Approaches, 10.71 Meets, and 1.79% Masters.

Fourth Grade took a Fall READING Benchmark with a percent score of 53.72

52.63% Approaches, 17.54 Meets, and 8.77 Masters.

Fourth Grade took a Fall Writing Benchmark with a percent score of 39.80

12.5% Approaches, 1.79% Meets, and 0% Masters.

Fourth Grade took a Spring Writing Benchmark with a percent score of 53.80

43.64% Approaches, 14.55% Meets, and 5.45% Masters.

Fifth Grade took a Fall MATH Benchmark with a percent score of 55.15

66.67% Approaches, 14.58 Meets, and 4.1% Masters

Fifth Grade took a Spring MATH Benchmark with a percent score of 60.51

75.51% Approaches, 34.69% Meets, and 14.29% Masters

Fifth Grade took a Fall READING Benchmark with a percent score of 57.45

55.32% Approaches, 14.89% Meets, and 4.26% Masters.

Fifth Grade took a Spring READING Benchmark with a percent score of 60.78

61.22% Approaches, 30.61% Meets, and 16.33% Masters.

Fifth Grade took a Fall SCIENCE Benchmark with a percent score of 55.02

47.92% Approaches, 16.67% Meets, and 0% Masters

4th Grade writing took a fall and spring benchmark. All three reporting catagories all saw increased scores moving towards Meets and Masters.

5th Grade math and reading took a fall and spring benchmark. All three reporting catagories all saw increased scores moving towards Meets and Masters in both subjects.

In 2019-2020 students in grades 2-5 took Six Weeks Assessments.

Second Grade

Test	Percent Score	Approaches	Meets	Masters
GP2 Reading	74.69	62.71		6.78
GP3 ELA	78.47	77.97		16.95
GP3 ELA	75.81	72.58		16.13

Test	Percent Score	Approaches	Meets	Masters
GP1 Math	64.06	74.19	29.03	12.9
GP2 Math	70.35	78.33	53.33	23.33
GP3 Math	75.74	94.83	46.55	31.03
GP4 Math	73.66	88.71	51.61	14.52

Third Grade

Test	Percent Score	Approaches	Meets	Masters
GP1 Reading	42.97	27.42	4.84	0
GP1 ELA	56.78	57.14	14.29	6.12
GP2 Reading	66.50	80	31.67	18.33
GP2 ELA	74.42	88.71	64.52	32.26
GP3 ELA	57.80	59.32	13.56	6.78
GP4 Reading	63.43	75.86	20.69	10.34
GP4 ELA	70.54	80.33	47.54	32.79
GP1 Math	49.92	41.94	17.74	1.61
GP2 Math	61.85	67.74	32.26	0
GP4 Math	46.80	34.43	8.2	4.92

Fourth Grade

Test	Percent Score	Approaches	Meets	Masters
GP1 ELA	58.60	50.94	11.32	9.43
GP2 ELA	59.23	62.5	17.86	5.36
GP1 Reading	50.04	41.51	5.66	0
GP2 Reading	67.76	77.78	46.3	22.22
GP4 Reading	65.16	76.36	30.91	12.73
GP1 Math	66.28	81.13	43.4	18.87
GP2 Math	57.08	64.15	30.19	9.43
GP4 Math	42.81	35.42	4.17	4.17

Fifth Grade

Test	Percent Score	Approaches	Meets	Masters
GP1 ELA	64.87	78.26	47.83	15.22
GP1 Reading	61.74	65.22	21.74	6.52
GP2 ELA	54.83	66.67	11.9	0
GP3 ELA	58.50	58.7	32.61	0
GP4 ELA	65.26	76.92	33.33	15.38
GP2 Reading	56.40	55.56	17.78	4.44
GP1 Math	56.40	55.56	17.78	4.44
GP2 Math	71.64	84.44	62.22	40
GP1 Science	68.45	68.29	36.17	14.89
GP2 Science	70.47	68.09	42.55	12.77
GP4 Science	76.24	81.63	48.96	30.61

After evaluating the data, Spring Lake Park was making progress increasing the averages in the meets and masters categories in second grade math and reading, third grade reading, fourth grade writing and reading, and fifth grade math, reading and science. Areas of concern are third and fourth grade math.

The closure of the school due to COVID 19 interrupted after school tutorials and intense RTI instruction during the school day. The prediction is that if those students continued to have on campus instruction in small groups most likely their scores would have increase to a satisfactory level.

Due to the COVID-19 Pandemic and school closure, students at Spring Lake Park Elementary did not take the STAAR test. We do not have data for the 2019-2020 school year. The Texas Education Agency (TEA) announced that schools in Texas will keep the same perforance levels as the 2018-2019 school year. Spring Lake Park will be under Targeted Improvement.

Student Learning Strengths

Spring Lake Park was making progress increasing the averages in the meets and masters categories in second grade math and reading, third grade reading, fourth grade writing and reading, and fifth grade math, reading and science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The All Student Group is 17% points below the reading target. **Root Cause:** Lack of early reading skills, such as phonics, decoding and word attack skills, are missing from two grade levels.

Problem Statement 2: Students are under performing in 4th grade. **Root Cause:** Lesson delivery, no rigor, little to know thinking time.

Problem Statement 3: Students are under performing in 3rd grade. **Root Cause:** no rigor, little to no thinking time, lack of discipline management.

Problem Statement 4: The ALL Students Group is 16% points below the math target. **Root Cause:** First year teacher, lack of student practice with meaningful RTI.

School Processes & Programs

School Processes & Programs Summary

Spring Lake Park is dedicated to providing curriculumn that is aligned with the TEXAS TEKS. Spring Lake Park provides instruction in early childhood, English Language Arts and Reading, mathematics, science, social studies, fine arts, health and physical education.

We have 2 administrators, 1 instructional coach, 26 teachers, 1 part time interventionists, 3 full time interventionist, multiple district dyslexia teachers, 6 paraprofessionals and 3 custodians. All of our teachers are considered highly qualified.

TISD conducted a comprehensive school-wide literacy audit to identify the district's strengths and weaknesses in order to develop a literacy strategic action plan. Beginning in school year 2017-2018, the audit analysis resulted in a three-year plan that developed a balanced literacy block through a three step process: Year 1 -Phonics, Year 2 Reader's Workshop, and Year 3 Writer's Workshop. As a result of this audit, Spring Lake Park Elementary (SLP) has implemented numerous strategies to implement the action plan with fidelity. In 2017-2018, teachers used the district Phonics planning template and collaborated with ELAR district coordinators and the SLP instructional coach on a weekly and monthly base to insure the phonics process was in place in each K-2 classroom. In 2018-2019, teachers planned weekly and monthly with, administrators, instructional coach, and district ELAR coordinators to work on guided reading and literacy station lesson plans. An electronic feedback survey was used to provide teachers with immediate feedback in phonics, guided reading, and literacy stations. The principal, assistant principal, and instructional coach conducted weekly walk-throughs in ELAR classrooms to assure teachers were meeting school and district expectations and provided constructive feedback to assure teachers and student's reach their full potential. In 2019-2020, teachers continued with the previous implimentations adressed. They were given additional support and guidance as they continued to develop and deliver phonics and reader's workshop. Teachers were provided with a schedule that designated specific minutes in the ELAR block to teach phonics, shared reading, read aloud, guided reading and writing. Planning took place every 4th Wednesday of every 6 weeks to highlight TEKS covered in the IFD pertaining to Phonics/Word Study, Shared Reading/Reading Aloud, Guided Reading and Writing. The planning period focused on how to overlap and combine TEKS within the balanced literacy components, important TEKS to cover in mini-lessons, and literacy work stations as follows: independent reading, word stations, fluency stations, writing station, and a free choice station. Kindergarten through fifth grade teachers have been trained in LTRS and completed the Leach Literacy Training and will use this knowledge to develop literacy stations. The SLP administration and instructional coach will work closely with teachers each 6 weeks to collaborate on literacy station best practices. Spring Lake Park will continue the implimentation of the literacy initiative in 2020-21.

School Processes & Programs Strengths

Teachers implementing the K-2 Phonics process and guided reading with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The plan was designed to be implemented in three years. **Root Cause:** The process was moving too quickly. The teachers did not have time to effectively implement.

Perceptions

Perceptions Summary

Spring Lake Park is in their fifth year of implementing the Leader in Me professional development program. This year Spring Lake Park recieved Lighthouse Status in April of 2020. The students and staff embraced the challenge of a virtual lighthouse review during the COVID-19 pandemic and was one of four schools in the world to recieve the honor virtually.

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. Spring Lake Park 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 student data notebooks where students use the notebooks to track their individual progress and 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 selfworth 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 Spring Lake 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. Spring Lake 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 as the Princess Ball and Gentleman's Ball provide opportunities for dads and daughters and moms and sons to enjoy a magical evening with each other dancing, tasting royal treats, and making lasting memories. This event is standing room only and a highlight of each year. 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 7 Habits Family Engagement nights, VIPS performances by every grade level and PJ's at the Park where Texarkana College and Texas A&M University attended to inform parents and students of the opportunities at our local colleges.

In 2019, a campus self anaylsis needs assessment was given to all staff to assess the campus processes and programs. Survey results identified three school wide processes needing improvement: student discipline, teacher voice, and family engagement (academic).

For the 2020-2021 school year, the campus will continue the Leader in Me process. Additionally, they will find more ways to recognize student that utilize leadership habits. To increase teacher voice, action teams will meet monthly with the campus administration to share ideas, make decisions and discuss ways to increase teacher capacity. The action teams will also discuss campus environment, academics and staff traning. 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 2019, a professional development survey was completed by teachers. They identified 3 needs: Effective Lesson Delivery aligning to TTESS Domain 2.3 Communication, receiving professional development through conference-style learning and hands-on experiences, and participating in peer-to-peer observations for improving their practice and instruction. Strategies and trainings will be provided during the year, per the school's Campus Professional Development Plan. Additionally, in 2019 a 5-point Likert scale was used to survey teacher's perceptions on work related questions. Teachers specified their high level of agreement on the following: knowing what is expected of them at work (4.6), having opportunities to do what they do best (4.5), feeling their supervisor cares (4.4), and having opportunities to learn and grow (4.5). Lower level of agreement concerned receiving recognition or praise within the last fourteen days (3.85). Strategies have been developed to ensure teachers are recognized or praised with fourteen days for the 2019-2020 school year.

In 2019 to understand student perceptions, three student surveys were conducted in kindergarten, grades 1-2, and grades 3-5. In kindergarten, 100% of students felt their school was clean, their teachers wanted them to share what they were thinking, and their teachers were proud of them when they did a good job. In grades 1-2, 100% felt their teachers helped them when they were in need, their teachers wanted them to share their thinking, and their teachers were nice to them when they asked questions. In grades 3-5, 90% of students felt their teachers were proud of them when they did a good job, 83% felt learning new things made them proud of themselves, and 83% felt their teachers worked with them when they needed help. On average, students said their teachers made them feel special, they felt their school was clean and safe, and students in their classes were nice to them. In February 2019, a parent survey revealed perceptions on the following:100% of parents felt their child/children were in a safe school environment and could see elements of safety precautions in the school; 90% of parents felt the school was welcoming, the school helped children deal with their emotions appropriately, and children were supported to do their best; and 100% of parents always or sometimes recommended TISD to others. The Omega Psi Phi Fraternity mentors a group of 4th and 5th grade boys on character building and our school wide Sharpen the Saw Clubs invites community members in to teach their trade or hobby. Spring Lake Park is a supportive and inviting place for students to learn and lead. The staff and students care for the environment of the school and are very proud of their surroundings. Spring Lake Park has the highest concern for student and staff safety. The school is enabled with video cameras and the Raptor system is used for checking students and parents in and out of school. All doors are locked and all visitors must be buzzed into the building. Visitors are not allowed within the school building during instructional time and the school is closed from 2:45-3:30 daily while students are dismissing from the school.

During the 2019-2020 school year, the staff, students and parents took a Measureable Results Survey (MRA). Spring Lake Park received an overall score of 77. The scoring guide shows that a 77 means Moderately Effective.

An overview of the scores are as follows:

Leadership: 80

Student Leadership went from a 35 to a 68 which is a 33 point increase from the previous year.

Staff Social Emotional Teaching Readiness went from a 81 to a 88 which is 7 point increase.

Family Involvement went from a 81 to a 84 which is a 3 point increase.

Culture: 78

School Environment went from a 34 to a 80 which is a 46 point increase.

Student Engagement went from a 0 to a 67 which a 67 point increase.

Staff Satisfaction went from a 76 to a 88 which is a 12 point increase.

Academics: 73

Teacher Efficacy went from a 75 to a 83 which is a 8 point increase.

Student Led Acievement went from a 12 to a 63 which is a 51 point increase.

9.16.19 During the CQIC meeting the follow feedback was given: There was a recommendation to send home a paper feedback form on the campus' Leadership Environment. Parents suggested that it be distributed on paper, be in Spanish and to offer an incentive for returning their feedback form (popsicle party at the end of the year if you brought your form back). Create Parent Lighthouse Team to increase parent participation. Suggestions included having parents put together Leadership Binders and distribute them to the classrooms and help prepare the school environment (bulletin boards, hanging 7 habit posters, etc.) Other suggestions included: Having Habit Night make-up sessions during future sessions. Have a Family Engagement Night during the book fair and have sharpen the saw session in the library. To increase attendance at Familly Engagement Nights: serve food, have a student performance, door prizes, hands-on activities, and certificates that families can update themselves with stickers for attendance.

Perceptions Strengths

Spring Lake Park Elementary celebrates these strengths:

All school-wide events are well attended.

The School Climate and Instruction Survey reports:

99% of the staff frequently or always emphasizes helping students academically when they need it.

99% of the staff frequently or always emphasizes teaching lessons in ways relevant to students.

The School Relationships and Communication Survey reports:

94% of the staff frequently or always believes they are having an impact.

94% of the staff frequently or always believes students always come first.

99% of the staff frequently or always has a strong knowledge base in the areas they teach.

The Campus/Instructional Leadership Survey reports:

100% of the staff frequently or always believes the principal encourages the use of different instructional strategies.

94% of the staff frequently or always believes the principal/campus administrator(s)'s evaluation of their performance helps them improve.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New teachers will dive into year 5 of Leader In Me. **Root Cause:** Teacher turnover

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Goals

Goal 1: 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 in Kinder-Third Grade, at least 73% of the students will meet Developed on their TPRI by
May 18, 2021.

Evaluation Data Sources: EOY TPRI results

Summative Evaluation: None

Strategy 1: Establish an RTI Leadership Team and evaluate student performance and progress in TIERS 1-3 in RTI.		
Strategy's Expected Result/Impact: 100% teachers participate in DATA meeting and implement recommendation of strategies for corrective instruction.		**Formative**
		Dec
		Feb
		Apr
Staff Responsible for Monitoring: Campus Admin Instructional coach		**Summative**
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	
ESF Levers: None		
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		

Strategy 2: Provide LETRS training for new Kinder-Third Grade.	
Strategy's Expected Result/Impact: The impact is expected to increase the EOY TPRI expected result of Developed for an increase of 3% over the previous year's data.	**Formative**
	Dec
Staff Responsible for Monitoring: Instructional Services (provides training) Instructional Coach (provides follow up training and modeling) Campus Admin (monitors for strengths, weakness, resources)	**Feb**
	Apr
	Summative
	June

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None
ESF Levers: None	
Comprehensive Support Strategy	
Targeted Support Strategy	
Additional Targeted Support Strategy	

Strategy 3: Provide required time for the components of Balanced Literacy in the master schedule.		
Strategy's Expected Result/Impact: The impact is expected to enhance the development of literacy skills and ensure that all students can read and write to their full potential.		**Formative**
		Dec
Staff Responsible for Monitoring: Campus Admin		**Feb**
		Apr
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		

Strategy 4: Continue to provide guided reading training and support for Kinder-Fifth Grade.		
Strategy's Expected Result/Impact: The impact is to increase the EOY TPRI expected results of Developed for an increase of 3% over the previous year's data.		**Formative**
		Dec
Staff Responsible for Monitoring: Instructional Services (provide training) Instructional coach Admin		**Feb**
		Apr
		Summative
		June
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None	
ESF Levers: Lever 2: Effective, Well-Supported Teachers		
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		

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

Performance Objective 2: We will continue implementation of the TEKS Resource System curriculum to improve student achievement as measured by
performance on 2020-2021 STAAR to increase 3% of each student subgroup in the meets standards category.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Summative Evaluation: None

Strategy 1: Provide specialized time for vertical and horizontal alignment in math, reading and writing.				
Strategy's Expected Result/Impact: The impact is expected to improve student achievement as measured by performance on the STAAR to ensure that more than 70% of each student subgroup meets standard.			**Formative**	
			Dec	
			Feb	
Staff Responsible for Monitoring: Instructional Coach, Teacher(s)			**Apr**	
			Summative	
Title I Schoolwide Elements: None		**Problem Statements:** None	**June**	
TEA Priorities: None		**Funding Sources:** None		
ESF Levers: Lever 2: Effective, Well-Supported Teachers				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3: To address Targeted Instruction for ALL STUDENTS, students in grades 3-5 Tier 3 will take TEA's Interim Assessments three times a
year.

Evaluation Data Sources: Assessments in Reading, Math and Science taken within the two opportunity windows established by TEA with up to 9 attempts.

Summative Evaluation: None

Strategy 1: 1. Interventionist will enter Tier 3 students in grades 3-5 into the system.
2. Determine which tests can be given during
Opportunity 1 and 2.
3. Schedule testing window
4. Take tests.
5. Review and evaluate data.
6. Evaluate data and share specific results with teachers
7. Make recommendations for TIER 1 instruction with the teacehr.

	Formative
Strategy's Expected Result/Impact: The impact is expected to improve student achievement as measured by performance on the STAAR to ensure that more than 70% of each student subgroup meets standard. Focused, deliberate instruction on specific skills by classroom teachers and interventionists. Increased STAAR results in the Meets and Masters level.	**Dec**
	Feb
	Apr
Staff Responsible for Monitoring: RTI Leadership Team Classroom Teachers Interventionist	**Summative**
	June

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: Lever 5: Effective Instruction	
Comprehensive Support Strategy	
Targeted Support Strategy	
Additional Targeted Support Strategy	

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

Performance Objective 4: To address Targeted Instruction for ALL STUDENTS, students in grades 3-5 will set goals to achieve 70% or higher on their
unit assessments and benchmarks

Evaluation Data Sources: Leadership Binder

Summative Evaluation: None

Strategy 1: Set goals for 70% or above on unit tests and benchmarks. Track individual goals in Leadership Binders. Track classroom WIGS in the classroom on a scoreboard. Track grade level WIGS in the hallway scoreboards		Formative
Strategy's Expected Result/Impact: Increased number of students meeting Meets or Masters on STAAR test.		**Dec**
Staff Responsible for Monitoring: Classroom Teachers Students School Admin		**Feb**
		Apr
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5: Target area of Professional Development-Provide appropriate academic interventions to struggling students.

Evaluation Data Sources: BOY PD
PD through-out the school year.

Summative Evaluation: None

Strategy 1: Lesson Delivery (Tier 1)-Kagan Structures PD, whole brain teaching PD		
Strategy's Expected Result/Impact: Increase understanding of how to deliver engaging lessons for all students, recognize student misunderstandings and respond with an array of teaching techniques to clarify concepts, and address student mistakes to ensure mastery.		**Formative**
		Dec
Staff Responsible for Monitoring: Admin, Instructional coach, teachers		**Feb**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	
ESF Levers: Lever 2: Effective, Well-Supported Teachers		**Summative**
Comprehensive Support Strategy		**June**
Targeted Support Strategy		
Additional Targeted Support Strategy		

Strategy 2: Intervention Strategies (Tier 1 and Tier 2)-continue Guided Reading PD, RTI DATA desegregation		
Strategy's Expected Result/Impact: Increase understanding of how to deliver engaging lessons for all students, recognize student misunderstandings and respond with an array of teaching techniques to clarify concepts, and address student mistakes to ensure mastery.		**Formative**
		Dec
Staff Responsible for Monitoring: Admin, Instructional coach, teachers		**Feb**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	
ESF Levers: Lever 5: Effective Instruction		**Summative**
Comprehensive Support Strategy		**June**
Targeted Support Strategy		
Additional Targeted Support Strategy		

Strategy 3: RTI (Tier 2 and Tier 3)-continue Guided Reading PD, RTI DATA desegregation

Strategy's Expected Result/Impact: Increase understanding of how to deliver engaging lessons for all students, recognize student misunderstandings and respond with an array of teaching techniques to clarify concepts, and address student mistakes to ensure mastery.	**Formative**
	Dec
Staff Responsible for Monitoring: Admin, Instructional coach, teachers	**Feb**

Title I Schoolwide Elements: None	**Problem Statements:** None	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Summative**
ESF Levers: Lever 5: Effective Instruction		**June**
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: Every teacher will receive specific feedback on lesson delivery using the Common Frameworks Appraisal Form.

Evaluation Data Sources: Common frameworks, look for forms created by Admin and instructional services.

Summative Evaluation: None

Strategy 1: Utilize TISD developed common frameworks form and look for documents			
Strategy's Expected Result/Impact: Increased ability to effectively monitor and adjust instruction as measured through administrator feedback, student responses /cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results			**Formative**
			Dec
			Feb
			Apr
Staff Responsible for Monitoring: Admin and Instructional Coach			**Summative**
Title I Schoolwide Elements: None	**Problem Statements:** None		**June**
TEA Priorities: None	**Funding Sources:** None		
ESF Levers: Lever 1: Strong School Leadership and Planning			

Strategy 2: SLP new teachers will have the opportunity to work with IS and other teachers in their grade level. This system will be strategically planned and carried out. The timeline will allow multiple avenues for growth and support to the new teachers.		
Strategy's Expected Result/Impact: The impact of the new teacher protocol is to provide support and continued exposure to grade level expectations.		**Formative**
		Dec
Staff Responsible for Monitoring: IS Admin Instructional Coach		**Feb**
		Apr
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**June**
ESF Levers: None		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 3: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: We will provide opportunities for parent and community members to participate in engaging student led activities during the
2020-2021 school year.

Evaluation Data Sources: Attendance at planned events.

Summative Evaluation: None

Strategy 1: Increase communication via Newsletters sent home in Tuesday folders bi-weekly that focuses on non-academic events on campus.		
Strategy's Expected Result/Impact: The impact is expected to provide positive PR and increase public knowledge about events on a campus level.		**Formative**
		Dec
Staff Responsible for Monitoring: PR team		**Feb**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning		**June**
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		

		Formative
Strategy 2: Increase attendance of multiple stakeholders on Leadership Day by allowing students to take initiative during the planning process.		
Strategy's Expected Result/Impact: The impact is expected to ensure 100% of students are able to actively lead and discuss their progress towards their goals.		**Formative**
		Dec
		Feb
Staff Responsible for Monitoring: Campus Admin Teachers		**Apr**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: Connect high school to career and college	**Funding Sources:** None	**June**
ESF Levers: Lever 3: Positive School Culture		
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		
Strategy 3: Plan at least 3 family and community events.		
Strategy's Expected Result/Impact: Influence the Paradigm of Education: Develop the whole person.		**Formative**
		Dec
Staff Responsible for Monitoring: Campus Admin Culture Action Team		**Feb**
		Apr
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: Connect high school to career and college	**Funding Sources:** None	**June**
ESF Levers: Lever 3: Positive School Culture		
Comprehensive Support Strategy		
Targeted Support Strategy		
Additional Targeted Support Strategy		

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

Goal 4: All students will take ownership of their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: Provide two opportunities for students to discuss their academic progress and goals during the 2020-2021 school year.

Evaluation Data Sources: participation in student led conferences, Leadership Day (sharing of notebooks), Principal Chat and Chew, Buddy Classroom Leadership Notebook sharing day. Pictures, certifications, signature forms in Leadership Notebooks.

Summative Evaluation: None

Strategy 1: Conduct a student led conference where students discuss their academic and personal goals, progress, scores, and habits.		
Strategy's Expected Result/Impact: Develop ownership over their learning, Have meaningful conversations with an adult, parent or community member.		**Formative**
		Dec
Staff Responsible for Monitoring: Teacher, Campus Administrators		**Feb**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: Lever 3: Positive School Culture		**Summative**
Targeted Support Strategy		**June**
Strategy 2: Each student will participate in one Principal Chat and Chew during the school year.		
Strategy's Expected Result/Impact: Meaningful sharing of their notebook to a caring adult.		**Formative**
		Dec
Staff Responsible for Monitoring: Teacher, Campus Administration.		**Feb**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 3: Each student will share their leadership notebook with a student mentor in their "Buddy Classroom" a minimum of two times per year.

	Formative
Strategy's Expected Result/Impact: Students will share their Leadership Notebooks with a peer, either younger or older. Students will share goals and academic progress while developing a cross grade level mentor.	**Dec**
	Feb
Staff Responsible for Monitoring: Teachers, Campus Administrator, Lighthouse Coordinator	
Title I Schoolwide Elements: None **Problem Statements:** None	**Apr**
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None None	**June**

0% No Progress   100% 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** ● 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** ● 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** ● 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** ● 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** ● 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)** ● 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** ● 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**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o 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.

● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● 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.
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  ○ 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.

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
● Methods for addressing
  ○ 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

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) ● 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 • **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: • **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.**			