Texarkana Independent School District

Nash Elementary

Improvement Plan

2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nash Elementary School has an outstanding reputation of excellence in academics. The staff is committed to success for all students. In addition to our strong focus on academic excellence, our students receive leadership training through the Stephen Covey Model of Leadership. We believe this contributes to a highly motivated, forward thinking, and respectful group of students. Nash Elementary School serves a diverse population of approximately 698 students. Approximately 81% of the students are identified as low socio-economic (LSE). Since the implementation of STAAR (State of Texas Assessment of Academic Readiness), the campus has Met Standard rating in all domains according to the last state ratings. We continuously monitor, evaluate, and plan in order to continue moving toward even greater achievement.

Currently, Nash Elementary is approximately 35% White, 31% Hispanic, 27% African American, 5% two or more, and 1% Asian, American Indian, & Hawaiian with an attendance rate of 96%. Nash has a LEP (Limited English Proficient) population of approximately 155 students. About 125students are currently enrolled in the Bilingual Education Program, and 20 others are served in ESL.

Students at Nash Elementary strive for excellence and practice Leadership skills through daily classroom and school-wide jobs. 100% of students have a classroom job all year. Nash Students 2nd-5th grade, Staff, and Nash Parents participated in the LIM Measurable Results Survey. Approximately 85% of students in grades 2nd-5th feel that they are encouraged by their teachers. Also, 86% of them feel that they are in charge of themselves in doing well in school. Staff members, 93% feel that they have strong and supportive relationships. 92% of Staff members value the diversity in people. Our Nash Parents, 88% are aware of the progress their child is making towards his or her academic goals. Nash Elementary will continue to implement the LIM Measurable Results Survey to continue to empower all stakeholders.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. Nash teachers continually strive to improve and strengthen their teaching capabilities and instructional delivery methods by participating in staff development that is current and relevant to their needs. The Nash faculty recognizes that all students are diverse and that many have specific learning needs. Thus, the focus is on identifying students with specific needs and providing appropriate differentiated assistance and /or remediation where needed. Nash Elementary School staff members are provided with numerous and frequent opportunities to participate in professional development. We anticipate this pattern of quality staff development to continue for Nash Elementary staff members. During the 2020-2021 school year, teachers will attend professional development in the areas of Writing, Gomez & Gomez, creating effective and engaging Learning Stations for ELAR and Math, as well as Google training. Teachers may also be given

opportunities to attend additional workshops as well as several mandated district trainings. Nash Elementary has a very diverse staff represented by White, Hispanic, and African Americans. Nash Staff will continue to grow and learn to better serve Nash Students.

Nash Elementary School encourages active community involvement through a variety of methods and activities, because we believe that ultimately the success of any instructional program is significantly influenced by parent & community support. In order to achieve support, parents must become involved as partners in the education of their students. Historically, Nash Elementary School has enjoyed a high level of parental involvement and support. Volunteers are readily available to assist teachers and staff in classrooms, the workroom, and during student activities. Nevertheless, parental involvement and support is something that every staff member must continue to cultivate. During the previous school year, Nash Elementary School enjoyed a high level of parental support as was evidenced by a large number of parents who were active in the Partners in Education (PIE) and Volunteers in Public Schools (VIPS) programs. Additionally, a large number of parents were present at the campus for VIPS meetings, performances, and activities. We also plan the continuation of the Latino Family Literacy Project that was a huge success in past years. Nash Elementary VIPS organization has been instrumental in fundraising, with funds being used to purchase state-of-the-art technology equipment and fund teacher appreciation activities. Parent volunteers have also played an important role in the development and implementation of student incentive programs. Public schools must rely heavily on financial assistance from the community in order to have modern, efficient facilities. Thus, like parent involvement, the involvement of the community in the education of its students is critical and certainly worthy of cultivation. Nash Elementary School enjoys a high level of support from the community. Non-profit organizations support the school by providing volunteers, Thanksgiving food baskets, shoes, and Christmas gifts to families who are in need. Businesses support the school by providing volunteers, free or reduced priced merchandise, and facilities for field trips. For example, The Four States Fair Agricultural Learning Center hosts educational field trips at no cost to the school.

Demographics Strengths

Nash Elementary School is a diverse campus, which lends itself to a culture of understanding and celebration of uniqueness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Nash Elementary missed Target of 55% in Domain 3 in the area of ELL students and also missed the target of 19% in Special Education in the student achievement component. **Root Cause:** Did not meet the targets for sped in "meets" or above or academic growth in Reading.

Student Learning

Student Learning Summary

Nash Elementary students are high performing as indicated by past Met Standard ratings awarded to the campus by the Texas Education Agency (TEA). Nash Elementary met accountability standards for 2019-2020, but due to COVID-19 all STAAR testing was cancelled for 2020. Based on staff observations and student performance on readiness tests, most students are well disciplined and well prepared when they enter school. Student performance as documented by the Texas Primary Reading Inventory (TPRI) 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. In analyzing current STAAR data, it is noted that Nash Elementary has strong scores in the areas of Reading, Math, and Science. Nash Elementary 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.

All Pre-K students are assessed at the beginning and end of each year in multiple academic areas. In 2019-2020 (by Spring Break) 94.4% of students were able to do 1 to 1 counting and 95% were able to write their name at the end of the year. Kindergarten through 3rd grade students are assessed at the beginning, middle, and end of year in TPRI/Tejas Lee. In 2019-2020, a high percentage of students continue to meet the district standard in TPRI/Tejas Lee.

In 2020 the STAAR test was cancelled due to COVID-19. The campus received a scale score of 78 in Domain 1- Academic Achievement, a 90 scaled score in Part A and an 86 scale score in Part B for Domain 2- School Progress, and a scale score of 86 in Domain 3- Closing the Gaps. Nash Elementary recieved a Distinction Designation in the area of Science. Additionally, in 2019, 83% of all students scored "Approaches Grade Level" on all STAAR tested areas, with 45% scoring at the "Meets" level. All subgroups met the state target in all subjects with the exception of English Limited Learners (ELL 36%) and special education (19%) in Domain 3 only.

CNA for Targeted Support

The Campus Leadership Team for Nash Elementary examined state testing data for special education students over the past three years. The team found that special educations students are scoring approximately 40% in Reading and 32% below in Math than the general education population in the MEETS Grade Level category. The team then conducted a 10-5-5 brainstorm to identify possible reasons for the gaps previously identified and then catagorized those possible reason into those items within the circle of control and items in the circle of incluence. The team then narrowed down the list and chose one reason to conduct a 5 Why's analysis on. The CLT found the root cause of special education low performance as follows: Special Education students are not performing on grade level and lackfoundational skills, du to unidentified gaps in learning.

Student Learning Strengths

In 2017, students at Nash Elementary receive the prestigious recognition of becoming a Lighthouse School by the Franklin Covey Leader in Me organization. In 2019, Nash recieved a recertification and will remain a Lighthouse School for 2 additional years, and then be reevaluated with an on site visit.

Nash Elementary met standard in all Domains of accountability and received a Distinction Designation in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students are scoring approximately 40% below in Reading and 32% below in Math than general education population int the MEETS Grade Level category on STAAR. **Root Cause:** Special education students are not performing on grade level and lack foundational skills due to unidentified gaps in learning.

Problem Statement 2: 4th grade Writing scores dropped more than 10 percentage points. **Root Cause:** 40% of students scored a 2 (very limited) on their essay compositions, which indicates a need for more teacher training. Training was implemented in 2019 and as a result writing scores increased fro 52% to 65%

School Processes & Programs

School Processes & Programs Summary

Nash Elementary School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to develop our ability to use all components of the TRS (TEKS Resource System), we believe we will see increased success on STAAR and other achievement measures. In response to a district-wide Literacy audit, Nash Elementary implemented the Fountes & Pinnell Phonics program in grades K-2. In addition, teachers received training on the implementation of the components of guided reading in 2018-2019. This has increased kindergarten, first, and second-grade achievement on the STAR Early Literacy, as well as STAAR Reading success. In order to address needs for continuous improvement in the upper grades, our Reading teachers in grades 3, 4 and 5, received content/grade specific training in LETRS and guided reading. Students will continue to be exposed to quality authentic literature. Students will also be taught to comprehend and critically analyze that literature. The campus utilizes individual and small group Response to Intervention (RtI) sessions to further develop the reading comprehension and mathematics skills of students. Interventionists are highly experienced and some have received specialized training. Science and technology skills are enhanced through our SciTex Lab, which is staffed by an experienced, certified, and highly qualified science teacher. The SciTex Lab teacher also provides in-depth Science tutorials to fifth grade students, helping them to further grasp the science Texas Essential Knowledge and Skills (TEKS). Students receiving special education services are served in the general education classroom with support from the resource teacher or within the resource classroom as determined by their Individualized Education Plans (IEPs). Nash Elementary will continue to implement the bilingual program for one section of PK-5th grade. Unlike the English as a Second Language (ESL) program, the goal of the bilingual program is to ensure that students are literate in their native language before transitioning to English. This program contributes greatly to the success of Spanish speaking students. We continue the use of the Gomez & Gomez dual language model of bilingual education. As evidenced by Tejas Lee, TELPAS scores, and teacher observation, students under the current model seem to lack strength in their native language, thereby making the transfer to English more difficult. Research shows the Gomez & Gomez model to be the most effective. We will continue to use the computer program, Imagine Learning English and will be continuing the use of the Spanish component as well.

Another element that contributes to student success is facilities. Facilities include more than buildings. Equipment, supplies, and materials that are used in the education of students are all components to be considered. Uncomfortable, outdated facilities and the lack of appropriate equipment, supplies, and materials can significantly detract from the educational process. The Nash Elementary School building is well maintained. Our Environmental action team that is made up of staff members work hard to ensure a positive and well-maintained school environment. Janitorial services are acceptable and the students and staff enjoy a clean campus. The school lawn is well kept, contributing to the beauty of the campus. All safety standards have been met and the campus is accessible to students and staff with disabilities. A secure entrance prohibits visitors from entering the school without signing in at the front office. Playground equipment was properly installed, enabling all students to play safely, including three and four-year-old pre-kindergarten students. The staff enjoys access to adequate supplies and materials.

Students continue to utilize the campus computer lab with success on an activity rotation schedule. During their time in the computer lab, the computer lab instructional aide provides high-quality instruction to students, following the technology applications TEKS. Educational software programs such as Sci-Tex Lab, Study Island, Mystery Science, Edu-Smart, Pebble Go, and Learning.com have been made available to Nash Elementary classroom teachers during the previous school years and will continue to be provided during the 2020-2021 school year. Currently all classrooms are equipped with a desktop computer, LCD projectors, Elmos, Mimios, and Apple TVs. All Pre-K thru 2nd grade classes are equiped with 6 ipads, and all 3 thru 5 classrooms are

equiped with 6 chrome books, as well as a Chromebook cart for teacher check-out. It is recognized by the CQIC that additional training is an ongoing need for classroom teachers in the area of technology. The teacher survey also indicated a need for Google training, and as requested, teachers will be receiving this training during the 2020-2021 school year.

Teachers frequently participate in Instructional Focus meetings led by administration to analyze student performance data, identify student mistakes, and develop plans for spiral review of concepts or reteaching. In addition, specific teachers will recieve training in the area of writing as a continuation of the implementation of the Literacy Annitiative during the 2020-2021 school year.

School Processes & Programs Strengths

The climate of Nash Elementary is very positive. Our leadership initiative promotes a positive atmosphere for our students and staff. It also provides our students an opportunity to be leaders and participate in making our school a positive place to learn. Our professional collaboration is evident through book studies and sharing of strategies and activities to engage students in a meaningful way.

Perceptions

Perceptions Summary

Nash Elementary students receive leadership training through the Stephen Covey model of leadership. In addition to achieving a high level of success academically, students study the bestselling text by Stephen Covey: *The 7 Habits of Highly Effective People*. Through this text and the Leader in Me related instructional materials, students develop interpersonal and intra-personal skills. With the assistance of staff, students set and reach both personal and academic goals and practice decision making. Students are taught in order to be a leader, they must think ahead, make good decisions, and serve others with compassion and kindness.

While many consider leadership a separate domain, the staff at Nash Elementary School views leadership as a life skill. Staff believe that all students have genius and that all students can be leaders. According to a 2020LIM survey, 88% of Nash Elementary stakeholders feel that LIM provides social and emotional learning support.

Approximately 96% of students at Nash say they accept responsibility for their actions, and 92% say that they have a sense of direction in life. Students at Nash Elementary are goal oriented and growth minded. They set and track their own goals in order to monitor thier own learning. They use lead measures to help them reach their goals and then they celebrate their victories.

The stakeholders of Nash Elementary recognize the importance of the work we do here. They value the habits that are taught to our children and recognize the importance of teaching students at a young age how to be a leader. They are proud to have a community school that exhibits excellent leadership as evidenced by continual manitenance of Lighthouse School status.

Priority Problem Statements

Problem Statement 1: Special Education students are scoring approximately 40% below in Reading and 32% below in Math than general education population int the MEETS Grade Level category on STAAR.

Root Cause 1: Special education students are not performing on grade level and lack foundational skills due to unidentified gaps in learning.

Problem Statement 1 Areas: Student Learning

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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: We will increase overall student performance through the delivery of rigorous and relevant instructional practices and materials.

Strategy 1: We will provide relevant and necessary science materials such as SciTex-Lab, Mystery Science, and Edu-Smart Science to conduct engaging science lessons to include hands on science experiments that will increase student learning and success.		
Strategy's Expected Result/Impact: Increase from 82% approaches in STAAR Science scores to 83%.		**Formative**
Staff Responsible for Monitoring: Instructional Coach		**Dec**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** 211 - Title I, Part A	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 2: We will continue to provide new literature necessary for students to practice and improve reading comprehension through the purchase of a variety of books and novel sets.		
Strategy's Expected Result/Impact: Increase in the level of STAAR performance and AR points. We will increase STAAR reading scores from 85% to 86%.		**Formative**
		Dec
Staff Responsible for Monitoring: Instructional Coach		**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** 211 - Title I, Part A	**Summative**
ESF Levers: None		**June**

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

Performance Objective 2: 80% of all students grades 3-5 will meet the passing standard on all state assessments.

Evaluation Data Sources: STAAR test results

Summative Evaluation: None

Strategy 1: Provide all students at-risk of failure additional targeted instruction through intervention programs during the school day.		
Strategy's Expected Result/Impact: Increase the total number of at risk students on grade level by the end of the school year. We will increase by 3% on STAR Literacy.		**Formative**
		Dec
Staff Responsible for Monitoring: Instructional Coach		**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** Reading and Math Interventionist 199 - General Fund	**Summative**
ESF Levers: None		**June**

Strategy 2: Conduct individualized data analysis meetings to analyze assessment data as well as plan for student academic progress and success. Teachers will intentionally look at data and implement instructional strategies to address special education and African American sub pops, particularly in reading.		
Strategy's Expected Result/Impact: Teachers will have a better understanding of specific content areas and will know what concepts to spiral in order to increase student achievement. Increase unit assessment scores by 1% each 6 weeks.		**Formative**
		Dec
		Feb
Staff Responsible for Monitoring: Instructional Coach		**Apr**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		

Strategy 3: Provide ELL/LEP students with additional practice in using computer-based instruction, Imagine Learning English, RTI, and tutorials to increase the academic performance on TELPAS and STAAR.	
Strategy's Expected Result/Impact: Increase in the number of students by 1% scoring Intermediate or higher on TELPAS. Increase STAAR performance of ELLs in Reading by 1%.	**Formative**
	Dec
Staff Responsible for Monitoring: Assistant Principal	**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Apr**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

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

Performance Objective 3: Provide support and accommodations to special education, 504, and students with dyslexia through continued implementation of intervention strategies through in-class support, collaborative teaching, and specialized instruction in order to increase student achievement.

Strategy 1: Provide dyslexia and monitored students the opportunity to participate in the Take Flight Program in order to increase reading performance.		
Strategy's Expected Result/Impact: 90% of participants will show an increase in the number of words correct on the EOY assessment.		**Formative**
Staff Responsible for Monitoring: Dyslexia Teacher		**Dec**
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** District Dyslexia Grant Funding Sources	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 2: Provide sped students opportunities for extended learning such as after school tutorials to help them be academically successful		
Strategy's Expected Result/Impact: Increase by 1% the number of sped students passing the State mandated tests.		**Formative**
Staff Responsible for Monitoring: Principal		**Dec**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

0% No Progress	100% 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 confidence and set personal and academic goals, as well as track their goals and lead measures.

Evaluation Data Sources: Evidence of DEAL time lessons
Student Leadership Notebooks

Summative Evaluation: None

Strategy 1: The campus will encourage family learning of the 7 Habits Leadership Principals by providing resources to be sent home 3 times during the year.		**Formative**
Strategy's Expected Result/Impact: 20% of families will complete the family learning resource and return to school.		**Dec**
Staff Responsible for Monitoring: Assistant Principals		
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 2: Student-led conferences will be held in the Spring to give students an opportunity to discuss their academic progress with their parent or guardian.		**Formative**
Strategy's Expected Result/Impact: 100% of students will keep up to date leadership binders where they will track their goal progress, reflect, and revise goals as needed.		**Dec**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

0% No Progress	100% 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: We will improve performance of all student groups by ensuring that targeted professional development is in place to enhance effective curriculum delivery.

Evaluation Data Sources: Assessment data, calendar of events, and sign in sheets.

Summative Evaluation: None

Strategy 1: Provide additional Gomez & Gomez dual language model professional development to ensure full implementation of model.		
Strategy's Expected Result/Impact: Decrease the level 2 ratings on the Gomez & Gomez walk-through by 3.		**Formative**
Staff Responsible for Monitoring: Assistant Principal		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 2: Provide an opportunity for writing teachers to attend district writing trainings in order to increase levels of student revising, editing, and composition scores.		
Strategy's Expected Result/Impact: Increase in 4th grade writing scores by 5%.		**Formative**
Staff Responsible for Monitoring: Principal		**Dec**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 3: All teachers will participate in a Google training to increase their level of knowledge and implementation of Google in their classrooms.		
Strategy's Expected Result/Impact: 100% of campus staff will use Google components including email and documents.		**Formative**
Staff Responsible for Monitoring: Principal		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 4: We will provide opportunities for 5 staff members to attend LIM Symposium in order to maintain a highly informed staff with the ability to share new LIM strategies with other staff members.		
Strategy's Expected Result/Impact: Maintance of Lighthouse Status.		**Formative**
Staff Responsible for Monitoring: Staff Lighthouse Team		**Dec**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** Registration and Travel Expenses 199 - General Fund	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 5: We will provide scheduled and meaningful training for New teachers/staff members relative to their job responsibilities. (Examples include: purchasing, handbook, TTESS, grading regs., safety procedures, travel, lesson planning etc.)		
Strategy's Expected Result/Impact: 100% of new staff will be trained efficiently in pre-scheduled meetings.		**Formative**
Staff Responsible for Monitoring: Asst. Principal		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

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

Performance Objective 2: We will increase our number of special education students in the MEETS grade level category on STAAR Reading and Math by 2%.

Targeted or ESF High Priority

Evaluation Data Sources: FIE data
TPRI scores
STAR Renaissance
Unit Assessments
Brigance Assessment
Benchmark Scores

Summative Evaluation: None

	Formative
Strategy 1: We will implement intentional targeted data tracking for special education student using multiple methods to identify gaps in individual student learning in order to specifically address those areas and improve student growth on state assessments.	
Strategy's Expected Result/Impact: Increase the % of special education students scoring "MEETS" on Reading and Math STAAR assessment.	**Dec**
	Feb
Staff Responsible for Monitoring: CLT	**Apr**
Title I Schoolwide Elements: 2.4 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**
Additional Targeted Support Strategy	

0% No Progress	100% 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: Nash Elementary will increase community/parent involvement and establish positive community partnerships through personal, media, and written contact with stakeholders.

Strategy 1: Utilize social media accounts such as Facebook and Twitter to communicate events and positive PR with stakeholders.		
Strategy's Expected Result/Impact: Informative and positive media will be posted one time each week resulting in increased parent participation at school events.		**Formative**
		Dec
Staff Responsible for Monitoring: Assistant Principal		**Feb**
Title I Schoolwide Elements: 2.6, 3.2	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		**Summative**
		June

Strategy 2: Offer bilingual parents an opportunity to participate in the Latino Family Literacy Project to help them understand literacy in the home.		
Strategy's Expected Result/Impact: At least 10 participants will complete the project.		**Formative**
Staff Responsible for Monitoring: LFLP Facilitators		**Dec**
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 3: Host Family events to increase positive parent relationships and community involvement.		
Strategy's Expected Result/Impact: We will host 3 family events during the school year.		**Formative**
Staff Responsible for Monitoring: Principal, Asst. Principal		**Dec**
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 4: Host a Google Classroom Parent workshop to help educate parents on how it works to better assist their child.		
Strategy's Expected Result/Impact: We will host as least one parent training on Google Classroom.		**Formative**
Staff Responsible for Monitoring: Principal		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		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:
   o Early mental health intervention
   o Mental health promotion and positive youth development
   o Substance abuse prevention
   o Substance abuse intervention
   o 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
   o Suicide prevention including parent/guardian notification procedure
   o 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.**			