Texarkana Independent School District

Waggoner Creek Elementary

Improvement Plan

2020-2021

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Demographics Summary

Students

Waggoner Creek Elementary currently serves 309 students in grades Kindergarten through Fifth Grade. Of the 309 students, 62.46% are Caucasian, 24.27% are African American, 4.21% are Hispanic, 2.91% are Asian, 5.50% are Two or More Races, 0.65% are Native Hawaiian or Pacific Islander. Student demographics have remained consistent over the past several years. Capacity is set for 396 students with an additional Special Education Classroom to provide SPH Services for students.

In the campus's first year (2016-2017), there were three Kindergarten classrooms in order to accommodate student enrollment and two classes per grade level for first through fifth grades. The campus growth plan is to continue to add one classroom per grade level as this original Kindergarten class advances. In order to serve our students, we employ 24 teachers (including 1 part-time dyslexia teacher), 2 administrators, 1 instructional coach, 1 counselor, 1 part-time behavior specialist, 1 504 coordinator, 7 paraprofessionals, 1 health aide, 1 crossing guard, 3 custodial staff members, and 3 child nutrition staff members. 84.44% of staff members are Caucasian, 8.88% of staff members are African American, 4.44% are Hispanic, and 2.22% are Native Hawaiian or Pacific Islander. Staff demographics have remained consistent over the past several years.

The SPH Special Education Classroom is a self-contained environment serving three students. In addition, ten students receive Special Education Services through the Collaborative and Resource Settings. Eighteen students receive Speech Therapy and/or other Related Services. Forty students receive 504 Services of which nineteen are receiving dyslexia services. Twenty-seven students are identified as Gifted and Talented. Waggoner Creek serves two students in the ESL Program. 41.1% of students are Economically Disadvantaged.

Staff Quality, Recruitment, and Retention

Waggoner Creek Elementary staff members are dedicated to professional growth and development. Staff members work collaboratively with one another and other teachers across the district to develop differentiated instructional methods. 69% of staff members hold state certfications, and 74% of those staff members have five or more years of experience. Multiple staff members hold Masters Degrees in Educational Administration, Curriculum and Instruction, and/or Counseling, and several staff members are currently enrolled in Master-level courses. One first grade teacher is going through CALT training for Dyslexia and serves a group of students before school and

another after school.

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress.

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Many Waggoner Creek Elementary staff members are emerging leaders. Since the opening of the campus, the main reasons for teachers choosing to leave Waggoner Creek Elementary have centered around relocation to another town/city or pursuing Educational Leadership opportunities.

Parents and Community

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential growth and development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus. Hundreds of parents and community members attend student music programs. Waggoner Creek Elementary also hosts academic and interactive programs at the school such as Fall Festival, Discovery Learning Showcases, First Grade Parent Workshop, Kindergarten Camp, Kindergarten Graduation, and other activities, attendance always exceeds expectations. Parents and community members serve as guest speakers in the classroom during instruction and Discovery Learning Time discussing their careers and life experiences.

Demographics Strengths

74% of certified staff members have five or more years of experience in education.

Waggoner Creek Elementary staff members are willing to accept leadership roles on campus and within the district. Staff members present instructional material at the campus level, at District Conferences and Workshops, and at the Region 8 Service Center.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus.

Type of Activity	Date of Event	Number in Attendance
Kindergarten Round Up	July 25, 2019	31
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Kindergarten Registration	March 10,2020	35

Student Learning

Student Learning Summary

Information reflects data from 2018-2019 due to COVID-19 school closure and 2019-2020 assessment cancellation.

Overall performance of Waggoner Creek Elementary students on the 3-5 STAAR test shows room for growth. The campus Met Standard on Overall Performance with a score of 71 out of 100. The campus results are as follows:

- Student Achievement with a score of 67 out of 100.
- School Progress with a score of 67 out of 100.
- Closing the Gaps with a score of 65 out of 100.

Below is a comparison of STAAR scores for the past three years.

- Reading scores indicate a slight increase in performance from 77% in 2018 to 81% in 2019.
- There was a slight decrease in Math scores from 2018 to 2019.
- Writing scores increased by eleven percentage points from 2018 to 2019.
- Science scores declined six percentage points from 2018 to 2019.

TEA Rating	STAAR 2017	STAAR 2018	STAAR 2019
	Met Standard	Met Standard	Met Standard
Reading	78%	77%	81%
Math	89%	90%	88%
Writing	73%	50%	61%
Science	84%	88%	82%

Below is a chart showing the various performance levels of our students on all tests.

- The number of students at the "Meets" level decreasesd by nine percentage points from 2018 to 2019.
- The number of students at the "Masters" level decreased by one percentage point.

	2017	2018	2019
Approaches	82%	80%	81%
Meets	48%	49%	40%
Masters	23%	19%	18%

2019 Campus STAAR results showed an increase in Fifth Grade Reading and Math scores and Fourth Reading and Writing Scores compared to 2018 STAAR results. Decreases were noted in 2019 Third Grade Reading and Math, Fourth Grade Math, and Fifth Grade Science compared to 2018 STAAR results.

Reading

Third Grade 2018	Third Grade 2019	Fourth Grade 2018	Fourth Grade 2019	Fifth Grade 2018	Fifth Grade 2019
83%	77%	55%	73%	92%	95%

Math

Third Grade 2018	Third Grade 2019	Fourth Grade 2018	Fourth Grade 2019	Fifth Grade 2018	Fifth Grade 2019
90%	86%	86%	75%	97%	98%

Writing

2018	2019
51%	64%

Science

2018	2019
90%	81%

In all subjects, our African American subgroup performed noticeably lower than our overall student body and white subgroup.

- 70% of African American students scored at the "Approaches" Level compared to the 81% of All Students scoring at the "Approaches" Level.
- 19% of African American students scored at the "Meets" Level compared to 40% of All Students scoring at the "Meets" Level.
- 8% of African American students scored at the "Masters" Level compared to 18% of All Students scoring at the "Masters" Level.

In all subjects, our White subgroup performed at or higher than our overall student body.

- 87% of White students scored at the "Approaches" Level compared to the 81% of All Students scoring at the "Approaches" Level.
- 43% of White students scored at the "Meets" Level compared to the 40% of All Students scoring at the "Meets" Level.
- 18% of White students scored at the "Masters" Level compared to the 18% of All Students scoring at the "Masters" Level.

Economincally Disadvantaged students scored comparable to All Students in All Subjects at all performance levels.

2019 STAAR Performance Data Table

	All Students	African American	White	Econ Disadv
All Subjects				
Percent of Tests				
% at Approaches GL Standard or Above	81%	70%	87%	80%
% at Meets GL Standard or Above	40%	19%	43%	38%
% at Masters GL Standard	18%	8%	18%	17%
Number of Tests				
# at Approaches GL Standard or Above	262	58	160	142

2019 STAAR Performance Data Table

# at Meets GL Standard or Above	128	16	80	67
# at Masters GL Standard	58	7	34	30
Total Tests	322	83	184	177

ELA/Reading
  Percent of Tests

% at Approaches GL Standard or Above	81%	72%	84%	85%
% at Meets GL Standard or Above	40%	19%	43%	35%
% at Masters GL Standard	20%	6%	22%	15%

  Number of Tests

# at Approaches GL Standard or Above	98	23	58	55
# at Meets GL Standard or Above	48	6	30	23
# at Masters GL Standard	24	2	15	10
Total Tests	121	32	69	65

Mathematics
  Percent of Tests

% at Approaches GL Standard or Above	88%	81%	93%	86%
% at Meets GL Standard or Above	45%	22%	49%	43%
% at Masters GL Standard	21%	13%	22%	25%

  Number of Tests

# at Approaches GL Standard or Above	107	26	64	56
# at Meets GL Standard or Above	54	7	34	28
# at Masters GL Standard	25	4	15	16
Total Tests	121	32	69	65

Writing
  Percent of Tests

% at Approaches GL Standard or Above	61%	50%	70%	48%
% at Meets GL Standard or Above	20%	20%	17%	24%
% at Masters GL Standard	2%	10%	0%	5%

  Number of Tests

# at Approaches GL Standard or Above	25	5	16	10

# at Meets GL Standard or Above	8	2	4	5
# at Masters GL Standard	1	1	0	1
Total Tests	41	10	23	21
Science				
Percent of Tests				
% at Approaches GL Standard or Above	82%	44%	96%	81%
% at Meets GL Standard or Above	46%	11%	52%	42%
% at Masters GL Standard	21%	0%	17%	12%
Number of Tests				
# at Approaches GL Standard or Above	32	4	22	21
# at Meets GL Standard or Above	18	1	12	11
# at Masters GL Standard	8	0	4	3
Total Tests	39	9	23	26

Waggoner Creek Elementary did not receive any Distinctions.

Campus TPRI results for grades K-2 show significant gains over the previous year. The number of students scoring in the "Meets" and "Masters" categories increased from 80% at EOY 2018 to 98% at EOY 2019. MOY 2020 results show the campus to be on track to meet or exceed 2019 EOY results. MOY scores show 96% of K-2 students in the "Meets" and "Masters" categories.

CNA for Targeted Support:

Waggoner Creek Elementary

Campus Leadership Team Meeting

September 10, 2019

12:00-3:00pm

Welcome

Mrs. Griffin welcomed all Leadership Team Members to the meeting and thanked them for agreeing to participate as an active member. Mrs. Griffin described the purpose of the Campus Leadership Team and discussed the meaning of Additional Targeted Support.

Review STAAR Data

Mrs. Griffin and Mrs. Davis presented the following data to team members:

- Student Achievement Domain Results

- School Progress Domain Results

- Closing the Gaps Domain Results

- STAAR Performance Data Tables

- Texas Education Agency 2019 Academic Growth Calculation Report

- Texas Education Agency 2019 Closing the Gaps Calculation Report

- Waggoner Creek Elementary 2019 Distinction Designation Summaries in all Categories

- 2019-2020 Waggoner Creek Elementary Common Needs Assessment

The team discussed the data and highlighted areas of concern. After further review, the team determined the number of students scoring in the "Meets Grade Level Expectations" was the main area of concern.

Problem Statement

The team developed the following Problem Statement:

Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45%

10-5-5 Protocol

The team worked to determine the reasons behind the problem statement using the 10-5-5 Protocol. Some of those reasons included:

- Lack of Response to Intervention time and materials

- Lack of student awareness for high expectations of academic performance

- Did not regularly disaggregate Six Weeks Assessments and Benchmarks

- Lack of student intrinsic motivation

- Inconsistency with third and fourth grade ELAR teachers for the past three years

- Need for enhanced questioning strategies

Control and Influence T-Chart

Once the team had collaborated and discussed twenty reasons associated with the Problem Statement, the team categorized the reasons into two areas: Control and Influence. The team then determined the lack of Response to Intervention time and materials needed to be further examined.

5 Whys

The team utilized the "5 Whys" strategy to determine the Root Cause of the problem statement.

1. Why did the lack of Response to Intervention affect student performance?

 Possible Answer: Students need more exposure to curriculum.

2. Why do students need more exposure to curriculum?

 Possible Answer: Students need to have a better understanding of the curriculum.

3. Why do students need to have a better understanding of the curriculum?

 Possible Answer: Students need to be able to make connections between concepts and across disciplines.

4. Why do students need to be able to make connections between concepts and across disciplines?

Possible Answer: Making connections between concepts and across disciplines will help students to develop higher order thinking skills.

5. Why do students need to develop higher order thinking skills?

Possible Answer: Higher order thinking skills will allow students to be able to show growth.

Root Cause

Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

Student Learning Strengths

TPRI

The number of students scoring in the "Meets" and "Masters" categories increased from 80% at EOY 2018 to 98% at EOY 2019. This is an 18% increase from the previous year which is believed to be directly correlated with the implementation of Balance Literacy, particularly the Phonics and Guided Reading components. 2020 MOY scores show the campus to be on track to meet or exceed 2019 EOY scores.

STAAR

Fifth Grade Reading and Math STAAR scores were successful at the "Approaches" level with only one student not meeting the Approaching standard on the Math test and two students not meeting the Approaching standard on the Reading test. It is also important to note 2018 Fourth Grade Reading Results were at 55% for Approaches, and the same group of students achieved a 95% Approaches rate in 2019 as Fifth Grade Students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% **Root Cause:** Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

School Processes & Programs

School Processes & Programs Summary

Personnel--Policy and Procedures

Recruitment, Hiring, and Placement

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Evaluation, Development, and Advancement of High-Quality Staff

Walkthroughs

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

Walkthroughs are formative in nature and used to improve instruction.

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

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

- Student Friendly Learning Objectives
- Student Engagement
- Assessment/Evidence of Student Learning
- Positive Learning Environment
- Differentiation
- Research-based Instructional Strategies
- Clear Procedures/Classroom Management/Pacing

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

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

Professional Practices

Professional Development

Professional Development is planned based on a variety of factors at the campus and district levels. Campus Survey results are considered when planning professional development for Waggoner Creek Elementary Staff.

#1 Targeted Area of Professional Development		Identified By
Response to Intervention: Providing appropriate academic intervention to struggling students.		Moderate Need (42.5%) High Need (17.5%) Total--60% of the staff that completed the survey have a need for professional development in this area.
Strategy (what)	Time - Bound (when) and Evidence	Results-Focused (expected outcomes)
	Summer 2020	
Response to Intervention team will review resources to be utilized during RTI.	Sign-in Sheets	Increased student performance. Teacher resource guide.
	RTI Resource Guide	
	Summer 2020.	
Teachers share effective RTI strategies and differentiate between Tier 2 and Tier 3 instruction.	Sign-in Sheets	Effective RTI lessons.
	Campus PD Agenda	

#2 Targeted Area of Professional Development

Identified By

Response to Intervention for Behavior: Providing appropriate behavioral interventions to students..

Moderate Need (39.2%) High Need (9.76%) Total--48.78% of the staff that completed the survey have a need for professional development in this area.

Strategy (what)

Time - Bound (when) and Evidence

August PD

Results-Focused (expected outcomes)

The campus behavior specialist and the counselor will provide professional development .

Sign-in Sheets

Reduction in discipline referrals.

Campus PD Agenda

Increased student performance.

#3 Targeted Area of Professional Development

Identified By

Google Training

Staff Professional Development Survey

Strategy (what)

Time - Bound (when) and Evidence

Results-Focused (expected outcomes)

August PD

Google certified staff members will provide various training sessions.

Staff meetings throughout the year.

Increased use of technology in the classroom.

Sign-in Sheets

Sharing of documents among staff members..

Campus PD Agenda

Professional Development may be determined for teachers as a result of T-TESS walkthroughs and observations. Waggoner Creek Elementary staff members often research professional development and training opportunities and make requests of administration to attend appropriate workshops and conferences.

Leadership Groups and Decision Making

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress. Different groups of individuals may meet to help make decisions for the campus. For example, Grade 3-5 teachers may meet and make decisions regarding STAAR data, K-2 teachers may meet to discuss TPRI testing and intervention planning, or the whole staff may meet to make decisions regarding Discovery Learning Time.

The Waggoner Creek Elementary Leadership Team has been established to review the Campus Common Needs Assessment, review problems, and determine root causes.

Student Achievement Improvement

Instructional Focus Teams have been established to prepare intervention by reviewing the following data:

- STAAR data
- Six Weeks Assessments
- Benchmarks/Checkpoints
- TPRI
- STAR Data

Instructional Focus Teams are as follows:

- 3-5 ELAR Teachers, the Special Education Collaborative Teacher, Campus Administrators, and the Instructional Coach.
- 3-5 Math Teachers, the Special Education Collaborative Teacher, Campus Administrators, the Instructional Coach, and Math Interventionist.
- 3-4 Writing Teachers, the Special Education Teacher, Campus Administrators, and the Instructional Coach.
- K-2 Teachers, the Special Education Teacher, Part-Time Interventionist, Campus Administrators, the Instructional Coach, and the Math Interventionist.

Team members analyze assessments to determine student strengths and weaknesses, review demographic assessment results, and then develop plans to target student needs.

Programs and Opportunities for Students

Curriculum and Instruction

- Waggoner Creek 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 TEKS Resource System, we will see student growth on STAAR and all other achievement measures.
- As part of the Campus Professional Development Plan, the campus is working toward progressive grade-level problem solving processes and implementation of math manipulatives.
- Waggoner Creek Elementary School has implemented an effective lesson plan template that focuses on research-based practices and higher-order questions. This lesson plan template assists teachers as they prepare their lessons and includes critical components that relate to the T-TESS Evaluation System.
- For 2019-2020, the campus agreed to implement a Response to Intervention Period three days per week from 2:15 to 3:00pm. The Campus RtI Committee was established to review data for Tier 1, 2, and 3 students. During the year, this committee's representatives were adjusted to accommodate the need for intervention discussion with the appropriate personnel.
- For 2020-2021, the campus will continue with a Response to Intervention Period at least there days per week from 2:15-3:00pm. The Campus RtI Committees will meet regulary to review student data and the need for intervention.
- A full-time math interventionist will provide support to students in the classroom through small and whole group instruction. The math interventionist will also support staff members through model lessons, data dissagregation, and instructional focus meetings.
- Second through Fifth Grade teachers maintain student progress in Math and Reading utilizing the Renaissance Star Assessment. Data is tracked on the Campus Data Board. Kindergarten and First Grade teachers monitor student progress of Guided Reading Levels, and data is tracked on the Campus Data Board.
- Waggoner Creek Elementary students maintain Goal Binders that track growth in reading, math, writing, science, and behavior.
- Implementation of the Leader in Me program will begin in the fall of the 2020-21 school year. (Staff training pending due to COVID 19.)

Enrichment and Acceleration

Waggoner Creek Elementary supports Texarkana Independent School District by offering Discovery Learning Time through the implementation of the Student Enrichment Model. Students are given the opportunity to explore their interests at an early age in order to determine future graduation plans and career paths.

Significant Enrollment in Special Populations

Waggoner Creek Elementary currently provides Dyslexia services for 19 students which represents 6% of our student population. To serve our growing number of students identified with Dyslexia, four staff members have been trained in special Dyslexia programs.

Procedures

Technology

Students will utilize the campus computer lab on an activity rotation schedule. During their time in the computer lab, the computer lab teacher provides high-quality instruction to students, following the technology applications TEKS. Educational software programs including Prodigy and Education Galaxy have been made available to all classroom teachers. Currently, all classrooms are equipped with teacher computers, LCD projectors, document cameras, Mimios, and Apple TVs. There are six iPad Minis in every K-2 classroom, twelve Chromebooks per classroom in Third Grade, twelve Chromebooks per classroom in Fourth Grade, ten Chromebooks for Fifth Grade Math/Science classroom, and one-to-one Chromebooks in Fifth Grade ELAR.

Multiple teacher cohorts applied for the District Chromebook Academy and have received access to Chromebook Carts. This allows for the students to have one-to-one access to chromebooks. Currently, First Grade Students, Third Grade Students, Fourth Grade Students, and Fifth Grade Students have this one-to-one chromebook access. Additional teacher groups will participate during the 2020-2021 school year.

School Conditions for Learning

- The Master Schedule was created and adopted by the campus with District expectations in mind regarding classroom time standards.
- District Instructional Planning Days are provided for teachers to utilize this time only for planning purposes without interruption of meetings, etc.
- Response to Intervention Period will continue at least three days per week from 2:15 to 3:00pm.
- Instructional Focus Team Meetings are regularly held.

Equity of Students

Programs are available for all students based on student needs. Response to Intervention, for example, is not just for struggling students but is also provided to students who excel to provide opportunities for even further growth.

Classroom Management

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required.

School Processes & Programs Strengths

Education Galaxy is a computer program individualized for each student to target their intervention needs and allows them to progress at

their own pace.

Multiple teacher cohorts applied for the District Chromebook Academy and have received access to Chromebook Carts. This allows for the students to have one-to-one access to chromebooks. Currently, First Grade Students, Third Grade Students, Fourth Grade Students, and Fifth Grade Students have this one-to-one chromebook access. Additional teacher groups will participate during the 2020-2021 school year.

The Waggoner Creek T-TESS evaluation process has been streamlined and successful for the past several years. This process allows for multiple conversations between the teacher and instructional coach and the teacher and campus administrators.

A full-time Math Interventionist will provide support for students and teachers.

Instructional Focus Team Meetings provide an opportunity for in-depth dissagregation and vertical alignment.

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Perceptions

Perceptions Summary

Student Engagement

Attendance Rate

The Attendance Rate for Waggoner Creek Elementary in 2019-2020 was 97.44%.

Discipline

62 Discipline incidents were documented in TEAMS for the 2019-2020 school year. Of those 62 incidents, 15 incidents involved students who were economically disadvantaged. Forty-one of the incidents involved white students, 18 involved African American students, 2 involved students of two or more races, and 1 incident was recorded that involved a Hispanic student.

Conflict Reduction

Why Try Curriculum will be implemented during class presentations made by the school counselor for K-5. The Counselor is also hosting lunch bunches for small groups of students each day during the week.

Staff Engagement

Turnover Rate

All 2019-2020 certified staff members are returning for the 2020-2021 school year. At the end of the 2019-2020 school year, only one paraprofessional employee resigned due to her husband being relocated to Japan while serving in the army.

Mentoring Results

- New teachers are assigned a Campus and District Mentor to work with them throughout the year regarding curriculum, lesson planning, and classroom management.
- Waggoner Creek teachers often seek out opportunities to visit another teacher's classroom to observe lesson presentation and classroom procedures. Teachers will collaborate about the observation and discuss ways to implement new strategies.
- Teachers will also model lessons for their mentoree to assist with lesson delivery.

Family and Community Engagement

Participation Measurement

Waggoner Creek 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 and community support. In order to achieve support, parents must become involved as partners in education of their students. Waggoner Creek Elementary School is fortunate to have many supportive family members and community partners.

Family and Community involvement is measured by sign-in sheets provided at each event.

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Kindergarten Round Up	July 25, 2019	31
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Type of Activity	Date of Event	Number in Attendance
Kindergarten Registration	March 10,2020	35

Waggoner Creek Elementary has established working relationships with several businesses in the Texarkana area. Teachers partnered with local businesses to support Discovery Learning through presentations, donations, and organizing events. Students also visit Raindrop Hill located near the campus for field trips throughout the year.

Volunteers in Public Schools (VIPS) members hold planning meetings at least once a month during the year. VIPS offers parent nights, fund raising activities, and assistance with various school programs. Events include the Waggoner Creek Fall Festival and community service projects.

The Campus Quality Improvement Committee is comprised of a variety of members including administrators, teachers, community members, business owners, and parents. This Council is designed to evaluate the needs of the campus and work toward improvement solutions.

Perceptions Strengths

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences. These varied backgrounds provide our students with the opportunities to be exposed to new ideas, different ways of thinking, and create a culture of discovery.

Waggoner Creek Elementary School offers a variety of opportunities for family members to visit the campus and for students to showcase their learning.

Waggoner Creek Elementary has established working relationships with several businesses in the Texarkana area. Teachers partnered with local businesses to support Discovery Learning through presentations, donations, and organizing events. Students also visit Raindrop Hill located near the campus for field trips throughout the year.

Priority Problem Statements

Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45%

Root Cause 1: Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

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
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Dyslexia Data

Student Data: Behavior and Other Indicators

* Discipline records

Employee Data

* State certified and high quality staff data
* Campus leadership data
* Campus department and/or faculty meeting discussions and data
* Professional development needs assessment data
* Evaluation(s) of professional development implementation and impact
* TTESS data
* T-PESS data

Parent/Community Data

* Parent surveys and/or other feedback

Support Systems and Other Data

* Processes and procedures for teaching and learning, including program implementation
* Study of best practices

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: In the area of Mathematics, the summed student performance on state assessments will increase from 45% to 60% achieving the Meeting Grade Level Standard as evidenced by the 2021 state assessment data.

Evaluation Data Sources: STAAR Assessment Results
Benchmark Scores

Summative Evaluation: None

Strategy 1: Instructional Focus Teams will monitor individual student growth on STAR and district benchmark assessments.		
Strategy's Expected Result/Impact: Increased student performance.		**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**
Additional Targeted Support Strategy		**June**
Strategy 2: A Full-Time Math Interventionist will assist students during the school day.		
Strategy's Expected Result/Impact: Increased student performance.		**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**
Additional Targeted Support Strategy		**June**

Strategy 3: Response to Intervention Class Period for the campus at least three days per week.		**Formative**
Strategy's Expected Result/Impact: Increased student performance.		**Dec**
Staff Responsible for Monitoring: Principal		
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**
Additional Targeted Support Strategy		**June**
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue		

Performance Objective 2: In the area of Reading, the summed student performance on state assessments will increase from 40% to 60% achieving the Meeting Grade Level Standard as evidenced by the 2021 state assessment data.

Evaluation Data Sources: STAAR Assessment Results
Benchmark Results

Summative Evaluation: None

Strategy 1: Instructional Focus Teams will monitor individual student growth on STAR and district benchmark assessments.		
Strategy's Expected Result/Impact: Increased student performance		**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**
Additional Targeted Support Strategy		**June**

Strategy 2: A Part-Time Reading Interventionist will be hired to assist students during the school day during second semester.		
Strategy's Expected Result/Impact: Increased student performance		**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**
Additional Targeted Support Strategy		**June**

Strategy 3: Response to Intervention Class Period for the campus at least three days per week.		
Strategy's Expected Result/Impact: None		**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**
Additional Targeted Support Strategy		**June**

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

Performance Objective 3: By May 2021, 85-100% of students in Third through Fifth Grades will show an increase in growth throughout the year on district benchmark assessments.

Evaluation Data Sources: Interim STAAR Assessments
Fall Benchmark
Spring Benchmark

Summative Evaluation: None

			Formative
Strategy 1: Students will track their own progress on benchmark assessments and conference with teachers regarding improvement strategies.			
Strategy's Expected Result/Impact: Increased student performance.			**Formative**
Staff Responsible for Monitoring: Classroom Teachers			**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**
Additional Targeted Support Strategy			**June**
Strategy 2: Response to Intervention Class Period for the campus.			
Strategy's Expected Result/Impact: Increased student performance.			**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

Strategy 3: Administrators will facilitate goal setting activities with third-fifth grade students throughout the year.

		Formative
Strategy's Expected Result/Impact: Increased student performance.		
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
Additional Targeted Support Strategy		June

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

Performance Objective 4: By May 2021, 90% of students in Kindergarten through Second Grade will achieve masters level on the EOY KEA.

Evaluation Data Sources: KEA Scores

Summative Evaluation: None

Strategy 1: Reading Incentive/Recognition Program		
Strategy's Expected Result/Impact: Create a campus culture of readers.		**Formative**
Staff Responsible for Monitoring: Instructional Coach		**Dec**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June
Strategy 2: Response to Intervention Class Period for the campus.		
Strategy's Expected Result/Impact: Increased student performance.		**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: Increased communication of academic and behavior expectations will result in increased student performance.

Evaluation Data Sources: Discipline Reports
Surveys
Documented Personal Communication with Stakeholders
Counselor Character and Motivational Lesson Plans
Sign-in Sheets

Summative Evaluation: None

Strategy 1: Introductory study of highly-effective character traits for students.		
Strategy's Expected Result/Impact: Increased student motivation and performance		**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**
Additional Targeted Support Strategy		**June**
Strategy 2: Host Academic Nights for third-fifth grade students for parents to participate in classroom curriculum and understand student behavior and grade-level expectations.		
Strategy's Expected Result/Impact: Increased student motivation and performance Increased communication with stakeholders regarding academic and behavior expectations.		**Formative**
		Dec
Staff Responsible for Monitoring: Principal		**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Additional Targeted Support Strategy		

Strategy 3: Fourth and Fifth Grade students will participate in student-led conferences with parents to discuss their academic progress and goal attainment.

		Formative
Strategy's Expected Result/Impact: Increased student motivation and performance Increased communication with stakeholders regarding academic and behavior expectations.		
		Dec
Staff Responsible for Monitoring: Principal		Feb
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	Apr
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		Summative
Additional Targeted Support Strategy		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: By May 2021, math teachers will have created progressive grade-level problem solving processes with implementation of math manipulatives.

Evaluation Data Sources: Vertical Alignment Meeting Agendas and Sign-In Sheets
Colleague Observation Forms
Lesson Plans

Summative Evaluation: None

Strategy 1: Math Teachers collaborate during vertical alignment meetings.		Formative
Strategy's Expected Result/Impact: Creation of problem-solving processes.		**Dec**
Staff Responsible for Monitoring: Instructional Coach		
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**
Additional Targeted Support Strategy		**June**

Strategy 2: Math teachers will observe a math colleague at least once during the school year in a teaching environment.		Formative
Strategy's Expected Result/Impact: Lesson Delivery Consistency		**Dec**
Staff Responsible for Monitoring: Instructional Coach		
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**
Additional Targeted Support Strategy		**June**

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

Performance Objective 2: Staff members will become familiar with highly-effective character traits.

Evaluation Data Sources: Meeting Agendas and Sign-In Sheets
Goal Setting Binders
Personal Goal Reflection

Summative Evaluation: None

Strategy 1: Staff members will share their goals and monitor their progress toward meeting their goals.		
Strategy's Expected Result/Impact: Increased student performance Staff Accountability		**Formative**
		Dec
Staff Responsible for Monitoring: 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**
Strategy 2: Staff member study and discussion focused on highly-effective character traits.		
Strategy's Expected Result/Impact: Increased student motivation and performance.		**Formative**
		Dec
Staff Responsible for Monitoring: Principal		**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June
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: Increase communication with stakeholders regarding academic expectations.

Evaluation Data Sources: Sign-In Sheets

Summative Evaluation: None

Strategy 1: Host Academic Nights for third-fifth grade students for parents to participate in classroom curriculum and understand student behavior and grade-level expectations.		
Strategy's Expected Result/Impact: Increased communication with stakeholders regarding academic and behavior expectations.		**Formative**
Staff Responsible for Monitoring: Principal		**Dec**
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
Additional Targeted Support Strategy		**June**

Strategy 2: Fourth and Fifth Grade students will participate in student-led conferences with parents to discuss their academic progress and goal attainment.		
Strategy's Expected Result/Impact: Increased student motivation and performance Increased communication with stakeholders regarding academic and behavior expectations.		**Formative**
Staff Responsible for Monitoring: Principal		**Dec**
		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**
Additional Targeted Support Strategy		

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.**			