Texarkana Independent School District

Theron Jones Early Literacy Center

Improvement Plan

2020-2021

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Theron Jones is a K-2, Title 1 school in Texarkana ISD. We currently have an enrollment of 415 students. We have seen an increase in enrollment over the last several years. The student population at Theron Jones, reflects the demographics of the neighborhood surrounding the school. During the 2018-19 school year, Theron Jones had a 97.3% economically disadvantaged population of students, which is considerably higher than the district average of 69.5% and the state average of 60.6%. The ethnic distribution of this campus is 86.1% African-American, 7.9% Hispanic, 3.2% White, .2% Asian and 2.5% are 2 or more races. The student enrollment during 2018-19 was 404 students and 73.5% or 297 of the students were classified as at-risk. We also have a high mobility rate. The trend from 2013-2019 has shown a mobility rate that usually fluctuates between 21% and 28%. The mobility rate of students for 2018-19 school year is 27% which is up from the previously reported 19.1%.

In order to serve our students during the 2018-19 school year, we employed a total of 53 staff members. These staff members are comprised of 32 teachers, 4 professional support staff, 2 campus administrators and 15 educational aides. The demographic data of the teaching staff is 27.8% African American, 3.1% Hispanic and 69.1% White. We are currently at 98.3% female staff members. In addition to this 12.6% of teachers are beginning teachers. 42.6% of teachers have one-five years experience and 9.4% of teachers have 6-10 years experience. 13.8% of teachers have 11-20 years experience and 21.6 % of teaching staff have over 20 yeas experience. The highest degree held by 68.5% of all staff members is a bachelors degree and 31.5% of teachers hold a master's degree. Staff retention is critical at a high needs campus such as Theron Jones Early Literacy Center. The district and campus administration works together to reach the staff retention goal.

4.5% of the student population are English Language Learners. The needs of these students are addressed by ESL certified teachers with the support of a district ESL teacher. There are currently 29 students who are served by our special education staff. Eleven of those students are receiving speech services and 28 of those students receive consultative, collaborative and/or specialized services. Many of our students present challenging behavior issues due to their home enviroment and trauma. We have a high population of students who are diagnosed with Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Emotional disorders, and Oppositional Defiance Disorders. This brings a unique set of challenges for classroom management. To help with this the distirct has provided funding for 2 behavior interventionists. These interventionist work with a distirct behavior specialist to help provide students with strategies to manage their behavior in class.

Our parents work multiple jobs to provide adequate care for their children. Many of the children are being raised by single parents, grandparents or even great-grandparents. Even though our parents/guardians face some challenges, many are very supportive of their children and our school. Our parent participate in as many of our school sponsored events as possible. We will continue our efforts to build the home/school partnership by inviting parents to become active participants in their child's education.

The Theron Jones staff understands the impotance of having volunteers from the community on campus supporting our students. Annette Daniels, our campus VIPS coordinator enthusiastically creates an inviting atmosphere for them. We have several volunteer groups that will grace the campus this year: a

grandmother group, called the Granny Pack, Girl Scouts, and Cub Scouts. We also have students from the high school leadership team and student athletes on campus working with our students.

We will have Family Nights, Fine Arts programs, BINGO night, Fall Festival, Book Fairs, a school dance and Leadership Day to encourage parents and community members to be active partners with the Theron Jones staff. An additional area for parent involvement this year will be the contined growth of our Leader in Me Parent Lighthouse team. This group of parents were very active last year.

Demographics Strengths

The strength of the school lies within its core group of staff and teachers who are committed to student success. We are inspiring students to Learn and Lead, while growing and nurturing them in a caring, loving environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for teacher retention to provide consistent high quality teaching for students at Theron Jones. **Root Cause:** There is no retention plan or incentive in place to encourage teachers to remain on campus.

Student Learning

Student Learning Summary

To continue with our efforts to close the achievement gap and move students to grade level performance, targeted students will be given additional time in reading and math instruction through the Response to Intervention efforts on our campus. We have 4 full time and 1 part time interventioinist who provide much needed reading and math instruction to those students who are identified as low performing based on campus and district assessments in reading and math as well as TPRI scores. In addition to the RTI teachers we have a Teaching Assistant in each of our 8 kindergarten classrooms. The kindergarten teaching assistants will help provide RTI to our kindergarten students so that we can close the achievement gap.

A small percentage of students are identified as ESL students. Students that are ESL are assigned to a classroom that has a teacher with an ESL endorsement. They also receive additional support through the use of the Imagine Learning Software Program. Some of the ESL students also receive extra support from Mr. Hubbard, one of our district ESL teachers. We do not have bilingual classrooms on our campus.

Data shows a disproportionate number of students from Theron Jones who qualify for the Gifted and Talented Program. During the 2019-20 school year there was 1 student out of 16 tested that qualified for and participated in the GT program. Counselors and testers indicate that students lack skills in creative thinking and problem solving. In efforts to close the gaps, our teachers continue to be trained in the effective use of researched based instructional strategies and components of Balance Literacy. Test scores show that students need more instruction to help broaden their vocabulary. Lesson plans will need to include more activities that allow students to express their creativity and most project based activities.

Students who qualify for special education, 504 or other Title 1 programs are taught by caring and compassionate staff members who are well qualified to meet their needs. The implementation of a collaborative teaching model has allowed students to receive the correct amount of support in the least restrictive environment. This model has allowed for two professionals to teach students in the general education setting, thereby creating a partnership that will strengthen the learning of all students in the collaborative classroom.

The tables below shows the data for kindergarten, first and second grades on the TPRI test for the last 4 years. The 2019-20 year only reflects the MOY scores due to Covid-19.

Kindergarten TPRI data (% developed on all task)				
Skill assessed	2016-17	2017-18	2018-19 EOY	2019-20 MOY
Phonological Awareness	45%	42%	34%	33%
Phonics	92%	91%	86%	83%
Listening Comprehension	82%	83%	66%	72%

First Grade TPRI data (% developed on all task)				
Skill assessed	2016-17	2017-18	2018-19	2019-20
Phonological Awareness	83%	90%	65%	49%
Phonics	90%	92%	75%	58%
Word Reading	60%	68%	55%	26%
TPRI EOY Fluency Goal (60WCPM)	45%	39%	31%	30%
Reading Comprehension	27%	29%	22%	19%

Second grade TPRI data (% developed on all task)				
Skill assessed	2016-17	2017-18	2018-19	2019-20
Phonics	32%	36%	15%	6%
Word Reading	64%	77%	59%	35%
TPRI EOY Fluency Goal (90WCPM)	25%	31%	22%	24%
Reading Comprehension	65%	72%	26%	24%

Kindergarten- EOY math Assessment 2017-2018				
	Total students	Average Percent Score	Approaches grade level	Meets grade level	Masters grade level
Theron Jones	150	86.09	94.67	80.67	67.33
TISD	520	86.83	94.81.	82.5	69.04

First grade has struggled in areas of TPRI over the last 2 years due to teacher retention issues. Theron Jones' first grade students had shown impressive growth in phonological awareness, phonics and word reading in the past, but with our new phonics program and guided reading training for our teachers, we are beginning to see improvement.

First grade- EOY math Assessment 2017-2018					
	Total students	Average Percent Score	Approaches grade level	Meets grade level	Masters grade level
Theron Jones	134	79.07	98.514	60.45	23.13
TISD	500	79.63	95.60	64.20	31.20

Second grade- EOY math Assessment 2017-2018					
	Total students	Average Percent Score	Approaches grade level	Meets grade level	Masters grade level
Theron Jones	107	61.36.	70.09	23.36	7.48
TISD	437	66.67	79.63	36.61	13.27

Due to Covid-19 School Closures, we don't have end of the year data for the 2019-20 school year. Our middle of the year TPRI data shows that we were well on our way to surpassing last years scores in several areas.

The use of current data is essential to guiding the instructional practices on each grade level. The assistant principal has been tasked with gathering timely reports on the most current student assessment data to share with teachers and leadership team members. The campus will conduct regular IFT meetings to analyze the assessment data of each teacher and student. Relevant changes in instruction will then take place so that gaps in learning my be quickly addressed.

Due to the large number of students that we serve with academic gaps in basic skills, our retention rates have been higher than other campuses in the district. We have retained at least a class of kindergarten students each year for the last several years. Our number of students being retained has decrease over the last two school years. Our goal is to continue to decrease the number of students being retained each year, by using RTI to help students master basic skills in Reading and Math.

Student Learning Strengths

Scores on the district EOY math test show that scores for students at Theron Jones are close to the district averages. This is due to the concentrated efforts of our teachers working with campus instructional coaches and the math specialist from Region 8. They planned each unit together to ensure that lessons meet the specificity of the state standards. These lessons were designed to maximize the engagement of students as well as to close the achievement gaps. This is a practice that will continue for the next year. The scores will be used to target students for RTI in math at the beginning of 2020-2021 school year.

The staff at Theron Jones prides itself on preparing K-2 students for the higher grades at our sister campus (Westlawn). By creating a strong foundation in K-2, Westlawn can continue to improve their performance on the STARR. This trend is expected to continue with the implementation of the Balanced Literacy Initiative.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Theron Jones student scores on assessments continue to fall behind other schools in the district. Teachers must work harder to close the gaps. **Root Cause:** Students come to school lacking basic social skills and basic reading and math skills.

School Processes & Programs

School Processes & Programs Summary

The Curriculumn and Instructional focus at Theron Jones Early Literacy Center is guided by the TEKS Resource System as the curriculum framework by which all instructional planning is completed. At the beginning of each school year, teachers begin by aligning the Year at A Glance with our district calendar to ensure that the days in the units are the number of days available to teach. Once the reconciliation to the YAG has been completed, teachers utilize the Instructional Focus Documents, Vertical Alignment Document, TEKS Clarification Document, along with the Enhanced Clarification Documents for mathematics to plan instructional lessons within each specific content area.

The staff believes that they must have strong instructional knowledge in researched based practices that yield high academic results with the population we serve. The use of instructional planning days at the campus provides teachers with an extended period of time to analyze and disaggregate pertinent data to determine the needs of individual students. This process helps teachers identify content that has been mastered, standards which need to be retaught and methods to reteach or re-mediate student learning. This information is used in weekly team planning meetings, where teachers discuss strategies to use in lessons and assessments used to evaluate student mastery.

End of grading period assessments, that are aligned to the TEKS Resource System are given following instruction of a given set of TEKS. Needs assessments have revealed gaps in instruction between grade levels and classrooms, therefore utilizing a vertically and horizontally aligned curriculum minimizes possible gaps in instructional planning and lesson delivery. The implementation of the Common Instructional Framework, which consist of seven components including; student friendly learning objectives, the use of engaging instructional strategies, and assessments/evidence of learning will also provide a common language and consistency across classrooms on the campus and around the district.

Theron Jones also utilizes STAR 360 which includes all of the features of STAR Reading and STAR Math to provide valid, reliable, actionable data in the least amount of testing time. The STAR 360 assessment solution allows teachers, principals, and instructional coaches to screen and group students for targeted instruction, measure student growth, predict performance on STAAR exams, and monitor achievement on Texas state standards. We also use TPRI in grades K-2 to assess students level of early reading skills. Students who are struggling in the areas of reading and math are assigned to work with our three full time reading interventist and our one full-time and one part-time math interventist to help close their learning gaps.

Theron Jones utilizes an Interview Committee in our efforts to fill vacancies with qualified staff. The committee consists of the campus Principal, Assistant Principal, Instructional Coaches, and Lead Teachers. During the inveiw process, questions are asked to determine the applicants qualifications and heart for teaching our students. We are also looking to see if they are a good fit for our campus. If the situation allows, we have canidates teach a lesson in one of our classrooms. We support our staff in many ways. New staff members are assigned a campus mentor. Feedback is provided to help with indivual growth. Professional developement is provided to support staff as they continue to learn and grow. We have instructional leaders who are able to model lessons, help with finding resources and with planning lessons. Our doors are always open.

Professional development that is ongoing, job-embedded and authentic to teachers is a must. Our teachers have received LETRS, Phonics, and Guided Reading training which, supports our District Literacy Initiative. They have also participated in Math and Science training. During the 2020-21 school year,

our training will address the needs that were revealed in our yearly district PD survey. We will provide Trauma training to address the need for more behavior intervention strategies. Training will also be provided in RTI strategies for Reading/Math and we will continue training our staff in the areas of Guided Reading, Shared Reading and Workstations. Teachers will continue to work closely with Instructional Coaches, Instructional Services Content Coordinators and administrative staff to plan and implement effective engaging lessons for their students utlizing the provided training.

Due to a Dyslexia grant received by the district, a group of teachers and district Admin attended Confrutue at UCONN. We learned about SEM (School-wide Enrichment Model). We used this information to begin Enrichment Clusters on our campus. Dyslexia students from other schools participated along side of our students. Our students were exposed to a variety of rich learning experiences, based on their interest. We had a six week session of clusters during the Fall and an eight week session during the Spring. We wil continue with SEM Clusters during the 2020-21 school year.

The implementation of technology into the learning environment has enhanced student learning and introduced the students to 21st century skills as well as provided additional avenues to close the achievement gap. Each classroom teacher has six iPads in their classroom for student use in workstations or small group instruction. In addtion they have access to three ipad charts containing twenty-five iPads, that can be checked for whole group instruction.

In addition to the Apple devices, we have a computer lab that contains 22 Chrome base computers. Students are taught the basic technology skills, such as keyboarding, creating and saving documents, etc. Students are also learning the art of coding. Technology skills are integrated into other content areas as well. Texarkana Independent School district has a new Chrome book academy. This is an opportunity for teachers across the district to join together to complete relevant training, become Google Certified and they are awarded with a shared Chrome book cart. We had two "chrome crews " to be accepted into this program last year and two more crews being trained during the 2020-21 school year.

The campus has several venues to encourage open and honest dialogue with our stakeholders as we strive for continued academic and campus improvements. During Leadership Team Meetings, a staff representative from each grade level has opportunities to share their concerns, needs and offer suggestions for continuous improvement. Leader In Me Action Teams allow all staff members to be involved in various decision making aspects of the school. Parents have opportunities to give input as it relates to the school during our parent involvement workshops that are held once a month as well as our CQIC meetings and Parent Lighthouse Team.

Theron Jones School is supported by the district in various ways. We are provided with adequate supplies and resources for our teacher and students. We have District level instructional teams that provide extensive support to teachers in regards to instructional strategies, data collection and instruction planning. Math and English Language Arts specialists are readily available to model teach lessons and support administration in curriculum planning and instruction. We also have two instructional coaches on campus who are there to support teachers with classroom management strategies and well as curriculum concerns. Our campus Principal and Assistent Principal are aways available to help in all aspects of campus needs.

School Processes & Programs Strengths

An important strength of the school is the staff and their strong commitment to student success. The vision of Theron Jones is "Inspired to Learn and Lead." We believe that children who have a solid foundation of early literacy skills, including reading, listening, comprehending and articulating are generally successful in all other areas of life and will become leaders on the Theron Jones campus today as well as community leaders of the future.

We have a strong support system for our teachers and staff. We have two instructional coaches, two administrators, a counselor, two behavior specialist and support from Instructional Services.

Our teachers have embraced the Phonics Program and are teaching it with fidelity. We are seeing the benefits and student growth as evidenced in our TPRI data.

Perceptions

Perceptions Summary

For the past five years at Theron Jones, we have been working to change the climate, culture and perception of our campus. The school is housed in a bright, clean and well-kept building. Regular upkeep and maintenance of the building and grounds have proven to create an excellent learning environment for our students. The school is the pride of this community and has a good parental base and support.

One thing that is helping us make this change is Leader in Me. We became a Leader in Me School during the 2015-16 school year. During this process our teachers and staff are learning to embed the 7 Habits of Highly Effective People into all aspects of school life. The habits are explicitly taught during DEAL (Drop Everything and Lead) time. Our school counselor and Behavior Specialist use the habits to help support social-emotional learning and the habits are taught across the curriculum in the classrooms. Our Enviromental Action Team has also added Leadership quotes and other positive items around the school to uplift and encourage our students and staff. Our staff and students set goals and we celebrate when they are met as well as other victories around the campus. We have Staff, Parent and Student Light Teams who have a voice in various aspects of our campus operations. It is our goal to empower all of our stake holders to Lead, which in turn will make Theron Jones an even better place to learn and grow! We achieved Leader in Me Lighthouse status during the 2018-19 school year. This is a big accomplishment for our school. During the 2020-21 school year, we will strive to make continued improvement in our areas strenghts and weakness on the MRA survey.

In 2019 surveys were given to parents, students and staff to assess the campus programs and processes. The surveys indicated several strengths and areas of needed improvement. Nearly all parents who participated in the survey indicated that they felt welcome at our school and were informed about that academic programs and services provided by Theron Jones. 89% of parents felt that the adminstrators create a school enviroment that helps their children learn. 11% of parents expressed that they have only particpated in a campus event once of twice during the year.

A survey of 315 K-2 students at Theron Jones shows that 90% of students feel safe at school. 85 % of the students indicated "I like my School." 92% of students say that their teacher makes them feel special. Only 74% of students felt that all of the other students were nice to them. A few areas dropped from the previous year. Our goal is to incease these areas and several others.

When the professional staff were surveyed, 88% felt that they worked in a safe place for staff. 88% felt that the school provided adequate materials, resources and training to do their job effectively. 96% of staff indicated that the school emphasized helping students academically as needed. Only 74% felt that student discipline problems were handled fairly and only 74% felt that discipline was handled effectively. We have grown in all but one of these areas and will continue to strive to get even better.

Partners and community members are prime stakeholders in a school's success. Theron Jones Early Literacy Center strives to keep parents/and stakeholders involved through an active Partners In Education and Volunteers In Public Schools. We have several community members or organiattions that have partnerd with our school. Heritage Church has provided gifts to both staff and students. Kohls has volunteered time to serve at various school functions and well as provided finacial support in the form of donations. The Patterson Family has created a foundation to support our school by providing books to our students. The needs assessment indicated that though there has been an increase in the number of businesses who partner with our school; there is still a

need for additional business partners. We will strive this year to bring in more business partners and increase our parental invovlement. With the use of our Facebook and Twitter pages, we will be able to communicate our activities and events more effectively as well as sure the sucess of our events.

Perceptions Strengths

We are a LIM Lighthouse Campus.

We retained the majority of our teaching staff. We lost two teachers due to new babies, one to retirement and one is moving.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

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: Student performance (grades: K-2) will increase on the EOY TPRI by 4% by the end year of the 2022 school.

Strategy 1: New teachers will be trained and returning teachers will continue to implement the phonics program with fidelity.		
Strategy's Expected Result/Impact: Teachers will become proficient in teaching phonics and students will make gains in PA and Phonics skills.		**Formative**
		Dec
Staff Responsible for Monitoring: ELA Instructional Coach		**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: All teachers will receive Guided Reading training in order to increase fluency and comprehension scores.		
Strategy's Expected Result/Impact: Teachers will become proficient in teaching Guided Reading and our student's level of fluency and comprehension skills will increase.		**Formative**
		Dec
Staff Responsible for Monitoring: ELA Instructional Coach		**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 3: Instructional leaders will monitor the fidelity of implementation of phonics and guided reading by providing immediate feedback to teachers using the Google walk-through forms.		
Strategy's Expected Result/Impact: Feedback will allow the teachers to improve the quality of instruction provided to students.		**Formative**
Staff Responsible for Monitoring: Instructional Leaders		**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 4: To increase student's scores on the TPRI, we will implement the use of a variety of instructional strategies as a method for empowering instruction.		
Strategy's Expected Result/Impact: Instructional strategies will enhance student achievement.		**Formative**
Staff Responsible for Monitoring: Instructional Coaches		**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

Performance Objective 2: We will show a 4% increase on the EOY Math assessment in (grades: K-2) in the "approaches grade level" category by May of 2022.

Strategy 1: Teachers will increase the use of formal and informal assessments, by intentional working with the Instructional Coach to create the assessments.	
Strategy's Expected Result/Impact: The implementation of formal and informal assessments will increase student performance by identifying areas of needs for intervention. **Staff Responsible for Monitoring:** Math Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** None **ESF Levers:** None	**Formative** **Dec** **Feb** **Apr** **Summative** **June**

Strategy 2: We will analyze data after every assessment and make instructional adjustments for reteaching.	
Strategy's Expected Result/Impact: Analyzing data will help the teachers to revise lesson plans that will improve student's growth. **Staff Responsible for Monitoring:** Math Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** None **ESF Levers:** None	**Formative** **Dec** **Feb** **Apr** **Summative** **June**

Strategy 3: We will implement the use of a variety of instructional strategies as a method for empowering instruction.	
Strategy's Expected Result/Impact: Instructional strategies will enhance student achievement. **Staff Responsible for Monitoring:** Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** None **ESF Levers:** None	**Formative** **Dec** **Feb** **Apr** **Summative** **June**

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: Campus-wide discipline referrals will decrease by 2% by 2021.

Strategy 1: Consistent implementation of our Campus-wide Expectation plan that is based on the principals of Leader in Me.		
Strategy's Expected Result/Impact: Having consistency with the campus expectations and procedures will reduce discipline.		**Formative**
Staff Responsible for Monitoring: Principal and Assistant 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 2: We will provide direct lessons during "DEAL" time. These lessons will include teaching the (7 Habits and Social Skills).		
Strategy's Expected Result/Impact: Students will begin to internalize the 7 habits and make better choices.		**Formative**
Staff Responsible for Monitoring: Assistant Principal		**Dec**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 3: The Behavior Support Specialist and Counselor will intervene with individual students and small groups to teach a variety of behavioral intervention strategies. The ISS Aide will teach social skills lessons while students are in recovery.		**Formative**

Strategy's Expected Result/Impact: By using a variety of behavioral intervention strategies, students will learn to use positive behaviors to decrease negative behaviors.		**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**

Strategy 4: We will implement Enrichment Clusters to build our student's enjoyment of learning through their interest.		

Strategy's Expected Result/Impact: Students will exhibit positive behavior during instructional time by participating in learning that peaks their interest.		**Formative**
		Dec
Staff Responsible for Monitoring: Shared Leadership Facilitator		**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 5: We will implement a PBIS Store to encourage and reward positive behavior.		

Strategy's Expected Result/Impact: Positive student behavior will increase as a result of this incentive.		**Formative**
Staff Responsible for Monitoring: Student-Led Achievement Facilitator		**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

Performance Objective 2: 100% of our students will track their progress by maintaining a Leadership notebook throughout the 2020-21 school year.

Strategy 1: Students will set personal and academic goals.		
Strategy's Expected Result/Impact: Students will experience academic growth and will be motivated to set new goals.		**Formative**
Staff Responsible for Monitoring: Student Learning Facilitator		**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 2: Students will be able to track and articulate their progress by participating in various experiences such as student-led conferences and leadership day.		
Strategy's Expected Result/Impact: Students build their confidence and learn to take personal responsibility for their own academic progress.		**Formative**
		Dec
Staff Responsible for Monitoring: Student Learning Facilitator		**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		

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 show an increase in professional effectiveness by using meaningful strategies that will help us apply leadership principles in numerous aspects of their lives and achieve our professional goals.

Strategy 1: Teachers will participate in learning walks in order to improve performance in all classrooms.		Formative
Strategy's Expected Result/Impact: Teachers will work in collaborative teams to share and implement best practices.		**Dec**
Staff Responsible for Monitoring: Instructional Coaches		
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 2: Teacher will participate in mini- PLCs to address specific learning strategies and share examples of implementation by subject and grade level.		Formative
Strategy's Expected Result/Impact: Increase teacher's tool box of instructional strategies.		**Dec**
Staff Responsible for Monitoring: Instructional coaches		
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: Staff members will be challenged to participate in building their knowledge of the 7 Habits using a variety of tools.	
Strategy's Expected Result/Impact: Staff will have a deeper understanding of the 7 Habits in order to empower students.	**Formative**
	Dec
Staff Responsible for Monitoring: Professional Learning Facilitator	
	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

Strategy 4: Staff members will create a lead measure for each grading period to help meet their End of the Year Professional goal.	
Strategy's Expected Result/Impact: More staff members will meet their professional learning goals by planning with intentionality and purpose.	**Formative**
	Dec
Staff Responsible for Monitoring: Principal and Assistant 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**
	June

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

Performance Objective 2: Increase retention rate of staff by 15% by 2022.

	Formative
Strategy 1: We will form a New Teacher Support Group, that will meet every grading to allow new teachers the opportunity to gain extra support in needed areas.	
Strategy's Expected Result/Impact: The support provided to the new teachers will increase their confidence and appreciation for the campus.	**Dec**
	Feb
Staff Responsible for Monitoring: Professional Learning Facilitator	
Title I Schoolwide Elements: 2.6 **Problem Statements:** None	**Apr**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

	Formative
Strategy 2: We will enhance the school culture by providing morale booster, and team building activities and events on a regular basis.	
Strategy's Expected Result/Impact: These efforts will help staff feel like they are a part of a family/team.	**Dec**
Staff Responsible for Monitoring: Leadership Environment Facilitator	**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: We will have a 10% increase in the number of parents participating in school-wide activities by 2022.

Strategy 2: We will effectively communicate upcoming events with parents through Newsletters, Social Media, Class Dojo and notes in Tuesday Folders.		**Formative**
Strategy's Expected Result/Impact: Effective communication will provide parents with information in a timely manner in order to make plans to attend.		**Dec**
Staff Responsible for Monitoring: Leadership Events Facilitator		**Feb**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: We will teach The 7 Habits during our monthly parent workshops.		**Formative**
Strategy's Expected Result/Impact: This will empower parents in using the habits at home with their students.		**Dec**
Staff Responsible for Monitoring: School Counselor or Family Learning Facilitator		**Feb**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Apr**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 3: We will coordinate and plan at least one event with our sister schools Dunbar and/or Westlawn.

Strategy's Expected Result/Impact: More parent involvement across the College Zone.		**Formative**
Staff Responsible for Monitoring: Family Learning Facilitator		**Dec**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	**Apr**
ESF Levers: None		**Summative**
		June

Strategy 4: We will recognize and celebrate our parent's participation in school activities.

Strategy's Expected Result/Impact: Parents will feel appreciated and will continue to participate in school events.		**Formative**
Staff Responsible for Monitoring: Family Learning Facilitator		**Dec**
Title I Schoolwide Elements: 3.1, 3.2	**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 the number of volunteer hours by 10% by the end of the 2022 school year.

Strategy 1: We will track the number of campus volunteer hours .			Formative
Strategy's Expected Result/Impact: Sign in sheets will be provided to track increase in volunteer hours.			Dec
Staff Responsible for Monitoring: Family Learning Facilitator			
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None		Feb
TEA Priorities: None	**Funding Sources:** None		Apr
ESF Levers: None			**Summative**
			June
Strategy 2: We will create new opportunities for community members and parents to volunteer on campus.			Formative
Strategy's Expected Result/Impact: Increase partnerships with parents and community members to support students.			Dec
Staff Responsible for Monitoring: Family Learning Facilitator			
Title I Schoolwide Elements: 3.1, 3.2	**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.**			