

**Texarkana Independent School District**

**Westlawn Elementary**

**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westlawn Elementary is a Title I school due to the fact that 84% of the students qualify for free and reduced lunch and 98% are economically disadvantaged. The students are some of the most resilient young people in the entire town. Of the 371 student population, 80% are African American, 8% Hispanic, 6% Caucasian, and 6% two or more. Many of the students live in poverty and are products of generational poverty. The majority of Westlawn's families rely on government assistance and live in government housing, which increases the likelihood of a high mobility rate between campuses within TISD and within other Texarkana districts. According to Eric Jensen (2009) the development of the brain of children from poverty is different from that of their peers who do not grow up in similar environments. Stress from school adds to the dilemma that students face and causes more hardships for them.

28% of our students qualify for Special Education Services. Our campus now hosts three self-contained special education classes. In addition to those classes, our campus also serves several students who attend specialized classes under their IEP agreements. Westlawn Elementary also provides state mandated services to our students. Our students who are identified as Gifted and Talented participate in the district G/T program which is housed on our campus. The number of students being served by an ESL teacher is less than 5%. Our district provides an ESL teacher who works with teachers to ensure that the student is receiving Sheltered Instruction within our classrooms.

The staff of Westlawn Elementary consists of: a Principal, Assistant Principal, Assistant Principal Intern, four Instructional Coaches (provided by the district 4 days each week), a Counselor, a part-time 504 specialist, Diagnostician, 18 General Education Teachers, three Interventionists, two Gifted and Talented Teachers, 3 SpEd Self-Contained Teachers, 3 SpEd Collaborative Teachers, five Instructional Paraprofessionals, two teachers and four paraprofessionals serve as Elective staff, Receptionist, Admin Assistant, VIPS Campus Contact, the support of two Speech Pathologists, Occupational Therapist, two Dyslexia Teachers, Physical Therapist, four Custodians and Cafeteria Workers. Of the 74 staff members, 43% are African American, 1% Hispanic, and 54% Caucasian. For 2023-2024, we currently have 58% of the Westlawn teaching staff had 0-5 years experience and are provided with training and support throughout the year. Due to our high percentage of students in poverty, through ESSER funds, we are requesting additional professional development that specifically targets how to work with students of poverty.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. State law has long required teachers to hold a degree and be certified in the area(s) to which they are assigned. Federal law as set out in Public Law 107-110, No Child Left Behind Act of 2001, reemphasized this state requirement. According to the law, all teachers in states and/or school districts accepting Title I, Part A funds must be highly qualified to teach in the area(s) to which they are assigned by the end of the school year of 2005-06. While appropriate certification is important, passing the State TExES or meeting the H.O.U.S.E. requirements, experience, and relevant professional development are also essential and must be considered when evaluating staff. Westlawn teachers continually strive to improve and strengthen their teaching capabilities and instructional delivery methods by participating in staff development that is current and relevant to their needs. The Westlawn faculty recognizes that all students are diverse and that many have specific learning needs. Thus, the focus is on identifying students with specific needs and providing appropriate differentiated assistance and/or remediation where needed. To prepare students to work in a 21st Century collaborative environment, the campus has placed an increased emphasis on the implementation of and training in collaborative learning models of instruction, such as Kagan's Cooperative Learning Structures. Through ESSER funds, we have requested a stipend for Team Leaders and Teacher Mentors to compensate for the time they spend working with staff. In addition, Westlawn has been given the School Improvement Grant to continue building teacher capacity in planning and pedagogy by conducting Extended Wednesday Planning Sessions twice a month and providing professional development for all staff.

### Demographics Strengths

Westlawn was a 2015 recipient of the Apple ConnectEd Grant in which all teachers have Macbooks and ipads and all students have an ipad making each classroom one-to-one. This

has assisted the staff in planning more engaging lessons and presenting the content to meet a variety of learning styles. In 2017, the campus was one of 19 schools to receive the TTIPS Grant. With this grant, teachers, students, and parents benefitted in ways that are unique to each stakeholder. Westlawn also received the 2018 Outstanding Campus Excellence in Professional Learning Award from Learning Forward Texas! As of the 2020-2021 school year, the grant ended. This has been a challenging transition due to the loss of staff along with COVID. It has impacted our campus with the following: loss of staff such as a second counselor, two behavior interventionist, reading/technology specialist. With the new ESSER funds we are requesting additional staffing that can assist with student learning loss and student behavior support such as a behavior interventionist, additional school counselor, additional paraprofessionals, and an administrative intern/dean of students.

Westlawn Elementary considers one of its strengths to be parent involvement in activities and school to home learning through campus-wide events planned and implemented by campus staff. Due to COVID our parent involvement looked differently in 2020-2021 with virtual meetings (low attendance) and two family night drive throughs that focused on math, literacy, Leader In Me resources, and community resources for our families. Since being back in school face to face for two years, we have seen a slow increase in parent/ community involvement in our school activities. We have continued to work hard to build our community and parent support by providing opportunities throughout the year for our community partners & families to come together.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students are lacking important and very necessary social emotional skills along with academic deficits. **Root Cause:** A root cause analysis was conducted using the Leader In Me MRA staff survey data along with team meetings. It was determined that students are lacking basic needed communication skills in order to work cooperatively together.

# Student Learning

## Student Learning Summary

Analysis of the STAAR data indicates that the achievement of the African American, Economically Disadvantaged, and Special Education are significantly lower than the other subgroups of Hispanic and White. Westlawn continues to employ reading and math interventionists to fill achievement gaps of our struggling students. A comprehensive writing approach will continue to be the focus to implement writing across the content areas. For the 2022-2023 school year, TISD will focus on the writing portion of the literacy initiative. Teachers and administrators will be attending training on incorporating effective writing into their daily instruction in all content areas. A hands-on approach will continue in the area of science along with continuing to implement the district curriculum and cooperative/collaborative instructional strategies. We are excited to have the opportunity to send a team of teachers to participate in the District Wide Kagan initiative in order to assist teachers in student engagement.

Below is the data from 2019, the last year of STAAR data prior to COVID & how our students are currently performing with student learning loss.

2020:

READING: STAAR 2021 overall reading was 35%

MATH: STAAR 2021 overall math was 42%

WRITING: STAAR 2021 overall writing was 37%

SCIENCE: STAAR 2021 overall science was 49%

2019:

READING: We are on track to increase student achievement in Reading to 80%. STAAR 2019 overall Reading was 67%, an increase from 61%. STAAR 2018 overall Reading was 61%, an increase from 52%.

MATH: We achieved the goal to increase student achievement in Mathematics to 80%. STAAR 2019 overall Math was 75%, an increase from 72%. STAAR 2018 overall Math was 72%, an increase from 65%.

WRITING: We are not on track to increase student achievement in Writing to 75%. STAAR 2019 overall Writing was 52%, an increase from 32%. STAAR 2018 overall Writing was 32%, a decrease from 41%.

SCIENCE: We are on track to increase student achievement in Science to 80%. STAAR 2019 overall Science was 63%, a decrease from 64%. STAAR 2018 overall Science was 64%, an increase from 55%.

For students not meeting the district promotion standards, summer school is held on the Westlawn campus.

2021: Summer Learning consisted of 36 students in 3rd grade, 32 students in 4th grade, and 16 students in 5th grade. SSI was waived by the state this year due to COVID. Students who attended Summer Learning received concentrated instruction over areas of need and recommendations for placement to the next grade level were made.

2019: Summer school consisted of 5 3rd graders, 2 4th graders, and 21 5th grade students (for SSI). Students received concentrated instruction over areas of need and recommendations for placement to the next grade were made.

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## CNA for Targeted Support:

Westlawn Elementary  
Generated by Plan4Learning.com

In 2020 we did meet as a leadership team to discuss the 2019 accountability rating of the findings below:

The Campus Leadership Team met to discuss the 2019 Accountability Rating. The campus overall rating was a C comprised of Domain 1 (D rating), Domain 2 (C rating), and Domain 3 (C rating). The breakdown of Domain 1 shows the overall student achievement average for Approaches is 67%, Meets, 32%, and Masters 8% and the average of those categories is 36% which converted to a 62 (D) on a 100-point scale. The exact percents from Domain 1 is also used again in Domain 2-Part B, and Domain 3. Data shows that the average of Approaches, Meets, and Masters must increase to increase the rating of Domain 1 which will subsequently make an increase in the scores for Domains 2 and 3. One notable area that can be easily monitored is the Economically Disadvantaged percent used in Domain 2 Part B. The CEP form used to determine this percent is sent home in the first day packets and the percent that has been collected by the October snapshot date is used. We know based on the families we serve that our percent should be higher which would positively change the scale score for Domain 2 Part B-Relative Performance.

During the Root Cause Analysis, the Campus Leadership Team brainstormed possible reasons for the rating of Domain 1 for Student Academic Achievement. The reasons were: (areas of influence) class size, teacher turnover, literacy initiative/too many programs, student behavior, growing special education pop/specialized support, pull-out schedules for dyslexia, lack of experience with student demographics, lack of experience with curriculum, lack of parental support, feeder school transition, mobility, Maslow's Hierarchy of Needs, attendance, medical needs not met, (areas of control) under supported ELL population, planning differentiation, planning time, teacher burnout, and inconsistent discipline expectations. The circle of control consensus that was further discussed was planning. There is an extensive amount of planning that is required to meet the wide range of academic needs in each classroom based on the number of students that are not on grade level.

### **Student Learning Strengths**

We have a population of students that want to learn. Although many of our students come from economically disadvantaged background with little or no academic support from home our students come with a desire to learn. Our families do want to support their students academic learning, it's because they may not have the resources, understanding, or capabilities to assist at home. However, many are an advocate for their child. Our School Counsel has been an asset in assisting to bridge the link between home, school, and community. Many of our families have received outside community resources to meet their family needs.

TISD has also provided a meal service during the pandemic, summer feeding programs, extra curricular activities (mini-camps) such as STEM camp, Robotics camp, ACE, etc. to reinforce academics. Scholarships were available for students to participate.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** In 2021, based on STAR Renaissance, only 24% of our students in grades 3-5 were At/Above Benchmark. Previous data: 63% of our students in grades 3-5 are NOT reading on grade level. [2019] 55% of our students in grades 3-5 are NOT reading on grade level. [2018] **Root Cause:** Lack of early intervention in phonics and use of effective instruction on comprehension

**Problem Statement 2 (Prioritized):** In 2021, 63% of our 4th grade students were NOT successful on the STAAR Writing test. Previous data: 48% of our 4th grade students were NOT successful on the 2019 Writing STAAR test. 68% of our 4th grade students were NOT successful on the 2018 Writing STAAR test. **Root Cause:** Limited student language acquisition and lack of novelty within lessons and interventions

# School Processes & Programs

## School Processes & Programs Summary

Developing a student who understands the importance of making a difference in their community and who excels in all academic areas is the vision for Westlawn Elementary. Specializing in the learning styles of students in grades 3-5, Westlawn Elementary provides a balanced curriculum with emphasis on leadership and community action through the integration of FranklinCovey Education's "*The Leader In Me*" program. By exploring subject matter through a leadership focus, today's students become tomorrow's global leaders.

The staff of Westlawn Elementary school believes in the holistic approach to the education of a child. This approach includes a well-rounded academic education and includes the development of strong universal character traits and social skills. Westlawn believes in providing opportunities for students to participate in community service events to cultivate within each child a desire to give back to the community.

With this philosophy in mind, the instructional processes must be intentional in order to serve the needs of the students. The master schedule now includes response to intervention time within each section of every content. Before, RTI was only for reading and math.

Teachers participate in learning walks in which they observe classrooms and discuss findings centered around the student friendly learning objective, student engagement, and also leave feedback for the teacher observed. This version of job embedded professional development has proven to be beneficial in assisting teachers to grow in instructional delivery and classroom management.

Students participate in five electives (Technology, Creative Movement, Physical Education, Fine Arts, EQ (Social Emotional Learning) and Library). We provide scheduled weekly instructional planning opportunities for the instructional coaches and administrators to dialogue with all teachers (homeroom, interventionists, and collaborative) about the direction of the next week's lessons using the TEKS Resource System. As common assessments are taken, data is presented about the needs of the grade level as a whole, teams, and homeroom classes. With ESSER funds we would like to provide our students additional support in science instruction, so we are requesting a SCI TEK lab. We are also requesting outdoor learning centers to give our students an opportunity to move learning opportunities outside the classroom. In addition to, we also requested through ESSER funds to provide a Reading Book Worm vending machine which will provide our students access to additional literature that they do not have access to at home. Also, Westlawn is a campus with the ACE Program which offers after-school enrichment, tutorials, and social and emotional support to more than 60 students each semester.

The leadership team is composed of the principal, assistant principal, assistant principal intern, two instructional coaches, and a counselor. Our Monday LT (leadership team) meetings are held weekly for the team to quickly discuss their focus for the week and share valuable information about the staff, students, and/or parents. We meet as needed throughout the week to discuss big rocks such as change of schedules, staff out, upcoming events, etc.

In addition, we would like to incorporate our Leader In Me student clubs soon as a way to motivate all students.

## School Processes & Programs Strengths

The implementation of grade level team leads has assisted in teacher effectiveness and provided leadership roles for those in the district leadership academy. This has assisted with the unity of the staff and provided opportunities for the staff's voices to be heard. By placing these meetings on the calendar, it shows the importance of coming together to problem solve and seek solutions for all stakeholders.

The campus leadership team utilizes data analysis from the following sources: benchmark scores, STAAR scores, demographic data, student records, discipline records, campus facility and technology needs, district safety audit findings, input from CQIC, surveys from students, parents, and staff, along with special populations reports.

# Perceptions

## Perceptions Summary

Over the past couple of years, there has been a focus to shift the culture and climate of Westlawn Elementary. In 2014-2015 Westlawn Elementary became a Leader In Me Campus. Through this process our staff embedded the 7 habits into their daily lives as well as their lessons and curriculum. The campus celebrates student leaders each six weeks. During the 2017-2018 school year, student and parent lighthouse committees were created to provide a voice for both groups. Students feel safe at school and indicated the staff cares about their success. Across the board, surveys have shown a need to be more involved. With the addition of a Family Engagement Specialist, more parents have been reached in addition to VIPs through family nights each six weeks. Due to COVID this has limited our events and parent participation. If COVID restrictions are lifted we will continue with our in-person family nights. This is a time to fellowship together with the family, sharing of a meal, and learning different strategies that can be used at home to encourage achievement at school. In 2020-2021 the make-up of the Campus Lighthouse Team changed to include all members of the Leadership Team (Campus Principal, Assistant Principals, Instructional Coaches, Family Engagement Specialist, Counselor, and Academic Support Specialist) in order to have a full understanding and the use of common language since it was a new leadership team that consisted of 4 new people on the leadership team. The team participated in a in-person training with LIM Coach, Evett Barham, where we took the LIM rubric and rated where we were as a campus with Leader In Me. Our focus in 2020-2021 was to transition from the TTIPS grant to the three action teams within LIM: Culture, Leadership, & Academics. It was important for us to understand the expectations for how we want to grow with the implementation of LIM. Due to COVID, we were limited with how we met, shared information, etc.

In addition to these events we have several community partners who play a special role on our campus. We are thankful to have the support of the Texarkana Alumni Chapter of Kappa Alpha Psi Fraternity as sponsors for our Boys to Men Red Tie Club. Not only are they present each six weeks for the afternoon meeting, they also greet our students back on the first day of school and the Tunnel of Leaders. The Precious Gems are mentored by the Texarkana Alumni Chapter of Zeta Phi Beta Sorority that visit our campus for the regular club meetings and participate in the Tunnel of Leaders. Due to COVID restrictions 2020-2021 their presence on campus was non-existent. We look forward to the support we've had prior to COVID.

With the implementation of a Facebook and Twitter page, the goal is to share the great things that are happening within the campus, provide important information, and invite parents to participate in their child's education.

One area of continued improvement is student behavior. From staff surveys, about 38% indicated a high level of need in an area of assistance with Classroom Management and Effective Disciplinary Techniques. It is an area of concern. With the end of the TTIPS grant we lost our behavior interventionists. We were able to secure a fulltime behavior interventionist by November of 2020. With two less behavior interventionist from previous years that left staff struggling to manage student behavior and it lessen the support they were able to receive to assist meeting the social emotional needs of the students. This support plays an integral part of our school culture. With our current behavior interventionist we do meet to discuss our Tier 3 students that are intentionally monitored by the behavior interventionists and counselor for proactive pull-outs. Weekly grade level meetings involve a discussion around specific behavior concerns and a plan-of-action. The implementation of PBIS is fostering a growth mindset in regards to how we respond to undesirable behaviors and equipping the students with tools to be in charge of themselves.

## Perceptions Strengths

Prior to COVID, we have parent involvement with high attendance in family nights were they have the opportunity to received resources both academically, socially, and community to assist for their children. Parents are comfortable calling and speaking to our Family Engagement Specialist when they are struggling to have their basic needs met, such as food, electricity, mental health needs, etc.

Our goal is for our parents to always feel welcomed, heard, and supported.

## Problem Statements Identifying Perceptions Needs



**Problem Statement 1 (Prioritized):** We are still struggling with managing with social emotional student behavior **Root Cause:** We no longer have the behavior interventionists to assist in addressing social emotional needs. (We have 2 less than what our campus has had in the past.)

# Priority Problem Statements

**Problem Statement 1:** In 2021, based on STAR Renaissance, only 24% of our students in grades 3-5 were At/Above Benchmark. Previous data: 63% of our students in grades 3-5 are NOT reading on grade level. [2019] 55% of our students in grades 3-5 are NOT reading on grade level. [2018]

**Root Cause 1:** Lack of early intervention in phonics and use of effective instruction on comprehension

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** In 2021, 63% of our 4th grade students were NOT successful on the STAAR Writing test. Previous data: 48% of our 4th grade students were NOT successful on the 2019 Writing STAAR test. 68% of our 4th grade students were NOT successful on the 2018 Writing STAAR test.

**Root Cause 2:** Limited student language acquisition and lack of novelty within lessons and interventions

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** We are still struggling with managing with social emotional student behavior

**Root Cause 3:** We no longer have the behavior interventionists to assist in addressing social emotional needs. (We have 2 less than what our campus has had in the past.)

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.





**Performance Objective 1:** By May 2024, increase the academic achievement of African Americans in mathematics and economically disadvantaged students in reading language arts to 60% Approaches, 35% Meets, and 15% scoring Masters in order to reach a C rating.

**High Priority**

**Evaluation Data Sources:** CFA's Common Formative Assessments

- Interim Assessments
- District Benchmarks
- STAAR (EOY Goal)
- End of grading period assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide RTI small group instruction and out of class pullouts using various instructional materials and applications. We will use resources such as Fountas &amp; Pinnell, tools for reading, Reading A-Z, Flocabulary, and Teacher Pay Teacher for center activities, Kagan Structure materials, Forde Ferrier, Kamico, Study Island, Teach Big.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading &amp; writing MEETS percentages on STAAR Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach/Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct grade level data review meetings to discuss student data following end of grading period assessments, benchmark assessments, and Star Ren assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> We will expect student performance to increase as we monitor and adjust for TIER 3 RTI to address needs from most recent data. Also, students are expected to grow 0.20 each six weeks resulting in a years' growth in their reading level by the end of the academic school year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches/Academic Support Specialist/Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

**Performance Objective 2:** For the 2023-2024 school year, we will increase students performing at the MEETS combined percentage from 5% to 40% total in grades 3rd-5th in Math.

**High Priority**

**Evaluation Data Sources:** Campus created checkpoints





District Benchmarks

STAAR (EOY Goal)

STAR Renaissance

End of grading period assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide RTI small group instruction and out of class pullouts using various instructional materials and applications. We will use resources such as Forde Ferrier, Mentoring Minds, Flocabulary, TISD Curriculum for center activities, Kagan Structure materials, and a variety of hands-on manipulatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math MEETS percentages on STAAR Math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach/Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 2:** All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

**Performance Objective 1:** By May 2024, there will be a decrease in discipline referrals submitted for PEIMS per six weeks with 5 checkpoints.

**Evaluation Data Sources:** TEAMS & PEIMS reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a consistent classroom and campus management plan.  <b>Strategy's Expected Result/Impact:</b> 2023-2024 Reduction in discipline referrals from 2022-2023 academic school year.                      Our goal is to have a percentage decrease in each of our checkpoints (each six weeks).  <b>Staff Responsible for Monitoring:</b> Assistant Principals/Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of Positive Behavioral Intervention &amp; Support for both the campus and classroom for behavioral Tier 3 students.  <b>Strategy's Expected Result/Impact:</b> Intentionally schedule and hold proactive student group meetings throughout the year.  <b>Staff Responsible for Monitoring:</b> Assistant Principals &amp; Behavior Interventionist</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide staff with job-embedded professional development with our behavior consultant several times throughout the school year to provide additional tools for teachers and students.  <b>Strategy's Expected Result/Impact:</b> Staff have additional tools to better support our students social emotional well being. Target specific functional behaviors and an action plan to address them.  <b>Staff Responsible for Monitoring:</b> Assistant Principal/Counselor/Prinicpal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide staff with job-embedded professional development with Kagan Student Engagement strategies to support both student social emotional skills. Each staff member will be intentionally coached by the Campus Kagan Pilot Team and/or our Kagan Consultant/Coach on classbuilding/teambuilding twice per six weeks. (4 check points)</p> <p><b>Strategy's Expected Result/Impact:</b> Build a cohesiveness among students where they are an active part as a community of learners and maximize academic achievement.</p> <p>Evidence: Campus calendar; Kagan Coaching feedback forms; sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

**Performance Objective 2:** By May 2024, 95% of students in grades 3-5 will maintain data binders to track their academic and personal progress throughout the school year.





**Evaluation Data Sources:** Students will enter data from end of grading period assessments, benchmarks, and fluency tests.  
Students will have one personal goal for reflection.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2022-2023 LIM Action Team will meet with teachers each six weeks to pace the development of student leadership binders.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more aware of how they are performing academically and whether or not they are meeting their individual goals whether personal and/or academic. (4 checkpoints throughout the year)</p> <p><b>Staff Responsible for Monitoring:</b> LIM Academic Facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 2023, students will share their academic and personal goals with another adult and/or peers during Student Led Goal Tracking Conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to verbalize whether they met their personal and academic goals .</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

**Performance Objective 1:** My March 2024, campus principal and assistant principals will complete a minimum of 4 walkthroughs for new teachers and 2 walkthroughs for veteran teachers.

**Evaluation Data Sources:** Walkthrough evaluation forms through STRIVE/Edgience.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will create a campus schedule of for administrators to complete walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Accountability and expect to see improvement in the quality in improvement of instructional strategies taking place in the classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2022-2023, A campus schedule of for instructional coaches to complete classroom visits with teacher feedback on instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Accountability and expect to see improvement in the quality in improvement of instructional strategies taking place in the classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By May 2023, each teacher will be coached on a Kagan Structure a minimum of 2 times per six weeks by a member of the Kagan Pilot Team.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to see higher levels of student engagement in our walkthrough data forms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

**Performance Objective 2:** By May 2024 school year, 100% of our teachers will receive training in instructional and behavioral strategies, implement these strategies weekly as noted in lesson plans and classroom observations, and receive ongoing support in order for teachers to provide best practices for establishing and maintaining a strong classroom culture that maximizes instructional time & builds strong relationships.

**High Priority**

**Evaluation Data Sources:** Calendar of Events, Sign In Sheets, Lesson Plans





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in three days of Kagan Structures Professional Development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to provide engaging, rigorous instruction to ensure ALL students are learning and mastering the content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement at least two Kagan Structure strategies into their lesson plans each grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will intentionally plan to incorporate Kagan structures into their lesson design.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers, administrators, and instructional coaches will participate in a week long coaching and feedback session with the Kagan coach to ensure effective implementation of the structures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and student performance, decreased discipline</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

**Performance Objective 1:** Continue the extension of the Leader in Me Program from school to home and maintain our improved rate of family/community participation of school activities with increase of 5% by May 2024.





**Evaluation Data Sources:** VIPS Activity Logs  
Parent/Student Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Involve parents in the implementation of Leader in Me by providing 7 Habits of Highly Effective Families events. Examples Include: Family Nights School to Home Connection Activities One School One Book Mother/Son Father/Daughter Dance LIM Newsletter</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to maintain high parent participation on campus events provided throughout the year. We will have sign-in sheets for each event. <b>Staff Responsible for Monitoring:</b> Family &amp; Community Engagement Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

**Performance Objective 2:** We will facilitate family and community involvement in the growth and success of the student.

**Evaluation Data Sources:** Sign-In Sheets from after school events. Data from ACE Program.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule community workshops and parent education opportunities. Research and provide parents with information regarding vocational degrees and certifications through Texarkana College.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2022, provide a minimum of four opportunities to share how parents can access community resources.</p> <p><b>Staff Responsible for Monitoring:</b> Family &amp; Community Engagement Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize social media accounts such as Facebook &amp; Twitter to communicate events as well as showcase our students and staff to create and maintain positive PR with all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive student, parent, and community interactions resulting in increased parent participation at school events.</p> <p><b>Staff Responsible for Monitoring:</b> Family Engagement Specialist/Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# CQIC Committee 2020-2021

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elodia Witterstaetter	Principal
Non-classroom Professional	Laura Dean	Counselor
Classroom Teacher	Michael Jones	Classroom Teacher
Classroom Teacher	Trisha Whitefield	Teacher
Classroom Teacher	Jade Duhart	Teacher
Classroom Teacher	Jessica Musgraves	Teacher
Classroom Teacher	Tyrone Teddleton	Teacher
Non-classroom Professional	Amberly Shaw	Family Engagement Specialist
District-level Professional	Lori Bailey	District-level Professional
Parent	Kathryn Chambers	Parent
Parent	Ali Torres	Parent
Parent	Julian Simpson	Parent
Parent	April Roberson	Parent
Community Representative	LaMoya Burks	Community Member
Community Representative	Malcolm Baker	Community Member
Business Representative	Derrick McGary	Business Representative
Business Representative	Emily Gammon	Business Representative



# Leadership Team Meetings (LT) 2021-2022

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elodia Witterstaetter	Principal
Administrator	Theresa Allen	Assistant Principal
Administrator	Kedrick Jones	Assistant Principal Intern
Non-classroom Professional	Quoquise Nickleberry	Instructional Coach
Non-classroom Professional	Stephanie Parker	Instructional Coach
Non-classroom Professional	Amberly Shaw	Family Engagement Specialist
Non-classroom Professional	Laura Ethridge	Counselor
Non-classroom Professional	D'Lisha Arnold	Academic Support Specialist

# 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> <li>● Recidivism rates</li> </ul>	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.
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>● Evaluation – every two years</li> </ul>	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

<b>5. Dropout Prevention</b>	TEC 11.252		The school will follow Board Policy EHBC.
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Mindy Basurto	
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● District-wide procedures for campuses, as applicable</li> </ul>		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

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

<p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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.</li></ul>			
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