Texarkana Independent School District

Wake Village Elementary

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wake Village is one of the largest elementary campuses in the district. We currently serve 575 students with eighty-one percent of the students identified as economically disadvantaged. Wake Village is one of the most diverse campuses in our district. Forty-two percent of our students are African American, thirty-six percent are caucasian, ten percent are identified as two or more and ten percent are Hispanic. The campus houses the Regional Day School for the Deaf and four self-contained classrooms for students identified with Autism and/or Intellectual Disabilities. We currently have eighty-six students receiving special education services which equates to 14.6% of our students. Thirty-eight of the eighty-six students are in self-contained classrooms.

We have Forty-seven certified classroom teachers. Nine percent of our teachers are African American and ninety-one percent are Caucasian. We have fourteen paraprofessionals on the Wake Village campus. Most of the paraprofessionals are in our self-contained classrooms and Pre-K classrooms. Thirty-seven percent are African Amercian and the other sixty-three percent are caucasian. Eighty-three percent of our teaching staff have been teaching for a minimum of six years. We will have one first year teacher on our campus for the 20-21 school year.

We have a very supportive relationship with our Volunteers in Public Schools and we worked hard to increase the level of parent involvment last year. We had many events at the school which encouraged more involvement with our parents and students outside of the regular school day. We had two Movie Nights, a Trunk or Treat, Bingo for Books, Christmas Craft evening activity. Unfortunately, due to Covid 19, we were not able to have a student talent show or our Family STAAR Nights, but we look forward to conducting these events during the 21-22 school year. We invite businesses and community members participate in activities such as our Trunk or Treat so they can see our students and interact with them outside of the school setting.

Most of our families are working class poor. We have a lot of rental property, a couple of apartment complexes and section 8 housing in our attendance zone. Our mobility rate last year was almost twenty-three percent. A large number of our students do not have parents at home in the evenings to assist them with school work. The parents who are at home can't offer much support in the area of academics due to the level of rigor of the work. Due to Covid, we have seen more regression and a larger gap in learning with our students. To support our students with more in class interventions at the lower grade levels, we requested a paraprofessional in both kindergarten and first grade to assist with in class support. We were able to get both of the positions with ESSER funds. We also requested assistance for our Counselor so she would have more time to work with students. With ESSER funds, we were approved for a Testing Assistant to take some of the testing requirements off of our Counselor.

Demographics Strengths

Our diversity is our strength. Due to our diversity, we have promoted a culture of acceptance for all students. We are especially proud of how well our students embrace others who have a broad range of disabilities. For the previous two school years, we were fortunate to be a part of the ASPIRE Grant which provided us a couple more staff members. These additional staff members enabled more of our students with autism the opportunity to participate in our general education classrooms more often than in years past. The additional staff provided more one on one in class support while students were in the general education setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We struggle to maintain our Met Standards Rating every year. **Root Cause:** A large percentage of our students are identified as low socioeconomic and they do not enter school with important foundational skills. We lack the staff needed to support Response to Intervention as a means to close the gaps with our students.

Student Learning

Student Learning Summary

Our STAAR scores definitely suffered due to the amount of learning students lost during the Covid Pandemic. Our biggest deficit was in 3rd grade math. We only had fifty-eight percent of our student at the Approaches level which tells us we will need to provide a lot of intervention to this group of students moving forward as fourth graders. We lost ground in every area of testing. Third grade reading STAAR scores are about twenty percent lower than our usual scores. Only sixty-seven percent of our students were at the approaches level. Our fourth grade STAAR scores at the approaches level are sixty-seven percent in math, sixty-three percent in reading and seventy percent in writing. The current fourth grade scores are between six to ten percentage points lower than our average. Our fifth grade students performed relatively well considering the amount of learning they lost at the end of the 19-20 school year. Our fifth grade STAAR scores at the approaches level are eighty-five percent in math, eighty-seven percent in reading and seventy-six percent in science. We will administer RENSTAR assessments at the beginning of the 21-22 school year to make determinations regarding RTI groups for intervention. We did not have a math interventionist available to pull students for RTI during the 20-21 school year due to her responsibility as a virtual learner teacher, but we expect to be able to utilize her in her normal role of interventionist for the 21-22 school year.

It was alarming to see how far behind our kindergarten, first and second grade students were when the 19-20 school year began. We had less than 20 percent of our students scoring satisfactorily in Word Reading on the beginning of the year TPRI assessment. PLCs were scheduled monthly with grade levels to review the most recent data, discuss instructional strategies to support student learning and to make adjustments as needed for RTI groups. We were right at seventy percent as developed in word reading on the end of the year TPRI assessment which is a lot better than we started out, but realize we still have thirty percent of our students behind in this area. Our campus will be part of a pilot group with Solution Tree to work on improving how our PLCs currently function with the expectation to see improvement in student achievement.

Wake Village has maintained a Met Standards rating every year for state accountability on our STAAR Assessments. We will not have accountability for our 20-21 STAAR scores due to the Covid pandemic, but we will still be given a summary to let us know where we would have been if the accountability standards were in place.

Student Learning Strengths

Our fifth grade students generally do well on the STAAR Assessments every year. I think some of that is due to student maturity, but the biggest piece is due to the strong team of teachers we have in fifth grade. Our fifth grade teachers truly work and plan very well together and

that is why our student scores are similar across teams. We are fortunate to have a large group of students who have a desire to do well which benefits them academically. Most of our students have embraced Leader in Me and do a great job setting goals and working to meet those goals by the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We expect a large percentage of student academic regression for students as they enter the the 20-21 school year. **Root Cause:** Covid 19 interrupted the 19-20 school year for student learning

School Processes & Programs

School Processes & Programs Summary

Our campus follows the TEKS Resource System for grades Kindergarten through five. Our Pre-K follows the Pre-K guidelines and incorporates Frog Street Press into their curriculum. In addition to the TEKS Resource System, our district is in the middle of a three year Literacy Initiative. Our teachers received LETRS and in depth phonics training that will continue this year with the addition of the second phase of the literacy initiative which is Guided Reading. Our teachers received the initial training for Guided Reading during the Spring of 2018. They will continue receiving training throughout this school year. We have teachers participating in the Google Pilot which gives them a classroom set of chromebooks along with multiple trainings as to how to effectively implement this in the classroom.

Our grade levels have PLCs every other week to discuss curriculum and instruction. The Instructional Coach meets with them during their planning meeting as well as an administrator when possible. Administrators conduct grade level PLCs following any district assessment to identify strengths and weakness and to make plans to address the areas of weakness. We utilize our data to determine students requiring outside supports such as RTI small group pull outs and tutorials. We also use our data to determine teacher weaknesses and provide coaching on various instructional strategies.

We are entering our fifth year of practicing and modeling The Leader in Me philosphies of Steven Covey and hope to achieve Lighthouse status during the fall of 2020. Our staff has received training every year on the phases of Leader In Me Implementation. In return, we model and teach these philosophies to our students through every day experiences and within the curriculum. Our students will practice their leadership skills by goal setting and tracking their own growth throughout the year. Students will be able to self reflect and evaluate their personal and academic goals.

Wake Village is a Title 1 School so we recieve Title 1 Funds which allows us to purchase necessary academic programs for our students. We also receive State Comp. Ed funds which allows us to provide Pre-K classes to three and four year olds. We have three Pre-K classrooms and each classroom has one teacher and one paraprofessional. We also employ a retired teacher who works part time as an interventionist to provide services to students identified as academically at risk.

Administrators will conduct a minimum of two walk-throughs per teacher. New teachers will recieve four walk-throughs throughout the year.

Wake Village did not experience a high rate of staff turnover for the upcoming 2020-2021 school year. We addressed poor teacher performance with two staff members and were able to replace those positions for the upcoming school year. We had one staff member move out of state for her spouse's job and were were able to fill that position with an existing grant funded staff member.

Wake Village has one Principal, two Assistant Principals and an Instructional Coach who work closely together to support our students, teachers and parents.

School Processes & Programs Strengths

The Literacy Initiative has been a wonderful addition to our curriculum.   While it was very overwhelming during the intial implementation, our teacher have embraced the changes and we truly feel our students are benefitting from this change. We were able to observe individual student growth once the Phonics phase was implemented. Our new Instructional Coach has done an excellent job working with our teachers and supporting their instructional practices. Our teachers feel very comfortable working with her and feel she has the desire to help them be successful.

Perceptions

Perceptions Summary

Wake Village promotes a positive campus climate with high expectations academcially, personally and emotionally for all our students. We believe all students can learn and each student has his or her own special gift or talent. We are a Leader In Me campus committed to promoting and teaching leadership skills to our students with the expectation of developing the whole child which will create opportunities for them to be successful leaders. We are aiming to achieve Lighthouse Status for Leader In Me during the Fall of 2020.

Wake Village has a wonderful and very supportive VIPS. We value the relationships we have with our parents and community. Wake Village increased our parent involvement substantially during the 2018-2019 school year with various school activites that were provided for parents and students. Our trunk or treat continues to be a family favorite and we look forward to it being even better during the 2020-2021 school year. Other activities included Bingo for Books, Family Craft Night, Family Movie Nights and our Student Talent Show. Unfortuantely, our Family STAAR Night and students Talent Show were not able to take place due to Covid 19 cutting our year short with students and staff not being allowed on campus. Our VIPS were recognized at the distict level for their outstanding involvement to our students, staff and school.

Based on the new legistative guidelines, our district added several cameras to our campus for student, staff and family safety. We now have cameras in every hallway, in front of the restrooms, in the front office, cafeteria, entry way and in various locations outside of the building. We currently utilize the Raptor program which requires visitors to provide a picture ID for us to scan and enter in the system. The system will alert us to let us know if the person has been flagged in the system. When this happens, we do not allow them access to our school.

Our MRA data from the Leader In Me Survey shows growth in every area with the exception of one area. Our campus made a lot of progress in the family involvement area of the survey. We grew 56% from the previous survey. In the area of Students-Led Achievement for Academics we improved by 16% which is great. We will continue to focus on making sure our students are setting goals for themselves and giving them the opportunity to track their goals and have conversations about their goals. 2019-2020 was the first year for us to have student-led conferences. We did not have very many parents attend, but we are hopeful the participation will increase as we continue with the conferences each year. We gave our Student Lighthouse Team the opportunity to vote on the new playground for our school. The team had the opportunities to discuss the options together and then took it home to review the top five choices. Our students were able to determine the first and second choice for us to submit to Central Office. We hope we are able to get the new playground within the next year.

The only area to decrease on the survey is in the area of Staff Satisfactions specifically in the areas of Staff Empowerment and Social Emotional Learning Support. When we met during grade level meetings, teachers expressed frustrations with feeling like their instruction is micromanaged. They do not feel as if they are trusted enough to teach their students and that is why certain district initiatives have been put in place. When I asked if they disagreed with Reading Initiative all of the teachers feel the components are very good and think our students will show growth with the implementation. Their frustration comes from having to follow a specific way and order to teach the content. The teachers feel our students become bored of doing reading block the exact same way everyday. They would like the ability to change it up as

needed, but fear getting in "trouble" if Instructional Services personnel visit their rooms and they are not following it exactly like everyone else. They said they want to still teach the content and do the activities such as the Elkonin boxes because they know it is beneficial for our students, but would like more input on their classroom schedule and what the reading and math block should look like.

We have offered training such as Mental Health 101, but our staff still feel as if they are not well equipped to effectively teach and model social and emotional concepts for students struggling with trauma related behaviors. Our district formed a committee to review several options for programs that can be implemented at the campus level for our students. We are seeing a greater need with each passing year for mental health support, especially for our younger grade level students. The addition of the Behavior Support Specialist last year for our campus is a step in the right direction and we are utilizing him to build relationships with students who need someone to advocate for them to ensure their needs are being met. Overall we continue to struggle and feel like we need more assistance and tools to assist students in the classroom with trauma based behaviors.

Another area we need to focus on is encouraging our students to believe in themselves. The most alarming piece of the MRA survey is in the area of growth mindset. 43% of students believe they can learn new things, but can't change their basic intelligence and only 38% believe their intelligence is something they have the power to change. We are going to have to do a better job motivating our students and encouraging them to believe in themselves. We need to show them they have the power to change their intelligence and teach them the strategies needed to improve their academics such as setting goals and having deep conversations about the steps that are in their control to reach their goals and then give them the opportunity to utilize those steps and actions for goal attainment.

Perceptions Strengths

Our strength is the number of opportunites we provide our parents and community members to be actively engaged with our school.

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
- State and federal planning requirements

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

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: 3rd grade students will have a target of 35% at Meets Standards on the STAAR Reading Assessment.

    Evaluation Data Sources: End of grading period assessments, benchmark data and STAAR scores.

Strategy 1 Details				Reviews			
Strategy 1: Provide small group instruction for WIN (What I Need) and out of class pull outs using various instructional materials and applications. We will use Fountas and Pinnell LLI, Tools 4 Reading, Reading A-Z Flocabulary, Mentor Text from TEKS Resource Systems and Teacher Pay Teacher for center activities related to vocabulary, text features and poetry.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: We will administer Common Formative Assessments, end of grade level assessments, benchmark assessments and the end of year STAAR tests with the expectations more of our students will be at the Meets Expectation standard for STAAR.
     Staff Responsible for Monitoring: Principal
 	
     Title I:
     2.4, 2.5, 2.6							

Strategy 2 Details				Reviews			
Strategy 2: We will hold collaborative meetings to discuss student data and instructional strategies following CFAs, end of grading period assessments and interim assessments.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: We will expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data.
     Staff Responsible for Monitoring: Principal
 	
     Title I:
     2.4, 2.5, 2.6							

Strategy 3 Details	Reviews			
Strategy 3: We will provide enrichment during WIN time for students already at the Meets level of performance to move them to Master level of performance. **Strategy's Expected Result/Impact:** We will expect to see a larger percentage of students performing at the meets and masters levels on the STAAR Assessment. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

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

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: 4th grade students will have a target of 35% at Meets Standards on the STAAR Reading Assessment.

Evaluation Data Sources: CFA's, End of grading period assessments, interim assessment data and STAAR scores.

Strategy 1 Details		Reviews			
Strategy 1: Provide Small Group instruction during WIN time and out of class pull outs for intervention using various instructional materials and applications. We will use Reading A_Z, Tools for Reading, STAAR materials, Mentor Text from TEKS Resource System and Teacher Pay Teacher center activities for Vocabulary, Text Features and Poetry.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Various instructional strategies will be used to increase student performance. We will administer CFA's, end of the grading period assessments and interim assessments to review progress. Interventionist and classroom teachers will wok closely together to monitor performance. **Staff Responsible for Monitoring:** Principal					

Strategy 2 Details		Reviews			
Strategy 2: We will provide training during the year on how to differentiate instruction within your classroom.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will meet with teachers at least once a month to discuss strategies being used and the effectiveness of the strategies. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6		**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: We will conduct collaborative meetings to discuss student data following CFA's, end of the grading period assessments and interim assessments.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: We expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data. **Staff Responsible for Monitoring:** Instructional Coach					
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

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 3: 70% of our 1st and 2nd grade students will Master Word Reading on the End of Year TPRI assessment.

    Evaluation Data Sources: BOY, MOY and EOY TPRI data. Review student data for accuracy and fluency.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the Literacy Initiative to ensure student success. Teachers will utilize Fountas and Pinnell LLI, Phonics and Guided Reading portions of Literacy Initiative into their Literacy blocks. Teachers will use Tools for Teaching, Reading A-Z, Mentor Text from TEKS Resource System and Teacher Pay Teacher for Center activities for genre, vocabulary and text features.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: With the third year of the reading initiative, we will expect to continue seeing student growth in reading fluency and accuracy.
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Teachers can utilize a leveled library to assist with student instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will expect to see our student become more proficient readers with higher levels of comprehension.	**Dec**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Principal
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Students identified as at risk will be serviced in small group Response To Intervention sessions with a retired certified teacher.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: We will expect to see our students become more proficient readers with higher levels of comprehension.
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Teachers will receive a refresher training on the components needed to incorporate successful guided reading groups daily.	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Mrs. Sparks will train new and veteran teachers on the components of implementing effective guided reading groups when staff returns for the 23-24 school year. **Staff Responsible for Monitoring:** Instructional Coach and Administrators will monitor during walk throughs. **Title I:** 2.4, 2.5, 2.6				

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

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

Performance Objective 1: Students in grades Kindergarten-5th will maintain data binders to track their academic and personal progress throughout the school year. 95% of students enrolled from the beginning of the year will have completed data binders by May 17, 2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with students on how to track data in their binder by modeling what to do and how to document data in the binder.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to successfully communicate with an adult regarding their progress or lack of progress based on the data in their binders.	**Dec**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Assistant Principal
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with students bi-monthly to monitor the tracking of data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be more aware of how they are performing academically and whether or not they are meeting their behavior goals.	**Dec**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Assistant Principal
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Students will share their academic and personal goals with their parents during student led conferences which will take place by the end of February 2024.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are able to articulate whether or not they met their academic and	**Dec**	**Feb**	**Apr**	**June**

personal goals with their parents.
Staff Responsible for Monitoring: Assistant Principal

Title I:
2.4, 2.5, 2.6

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

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: We will complete four walk-throughs for new teachers and two walk-throughs for veteran teachers by April 12, 2024.

    Evaluation Data Sources: Walk through evaluation forms

Strategy 1 Details		Reviews			
Strategy 1: We will create a campus schedule for administrators to ensure that walk-throughs are consistently completed.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will expect to see improvement in the quality of research based instructional strategies taking place. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.4, 2.5, 2.6		Dec	Feb	Apr	June
Strategy 2 Details		**Reviews**			
Strategy 2: We will look at the data to target improvement in student engagement, student to student strategies and the implementation of Kagan Structures.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We expect to see higher levels of student engagement in our Walk Through data. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.4, 2.5, 2.6		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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: Provide staff development opportunities and develop a culture of learning through professional dialogue among team and staff members during PLC collaborative meetings.

> **Evaluation Data Sources:** Professional development training that is offered and Professional Learning Community meetings within the grade level and with the entire staff.

Strategy 1 Details			Reviews		
Strategy 1: Teachers will receive various training opportunities when we return for the 2023-2024 school year. Our Instructional Coach will provide professional development for the writing portion of the reading initiative. **Strategy's Expected Result/Impact:** We expect to see teachers being more effective in the classroom when working with students. Evidence will be students exhibiting proficiency in writing. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6			**Formative**		**Summative**
			Dec	Feb	Apr	June

Strategy 2 Details			Reviews		
Strategy 2: Grade levels will meet every other week to discuss curriculum to ensure consistent instructional planning is taking place to address the TEKS. Teachers will share instructional strategies used to teach the content and review student academic progress. Teachers will document meetings with Agendas, lesson plans and Instructional Planning Documents. **Strategy's Expected Result/Impact:** A more open and positive school climate among staff members with the focus being increased student performance. **Staff Responsible for Monitoring:** Instructional Coach **Title I:** 2.4, 2.5, 2.6			**Formative**		**Summative**
			Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to incorporate Math stations with hands on learning activities. We will utilize teacher pay teacher, Lone Star Learning, Kamico, Measuring up to Math and other manipulatives and materials. **Strategy's Expected Result/Impact:** We will expect to see higher academic achievement in students' math performance **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

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

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: We will continue the events from last year and will include STAAR family nights for Reading and Math during the 2023-2024 school year.

    Evaluation Data Sources: Number of parent/community events that take place on our campus during the 2023-2024 school year.

Strategy 1 Details		Reviews			

Strategy 1: We will add an additional STAAR family night for parents to give them a better understanding of student expectation for the STAAR test. Below is the list of events planned for parent involvement.
We incorporate a Leader In Me Habit with each event.
 	
1.) Trunk or Treat
2.) Parent/Student Make and take Snowflakes
3.) STAAR Reading family night
4.) Bingo for Books
5.) STAAR Math family night
6.) Veteran's Day Program
7.) VIPS grade level performances throughout the year or prior to award assemblies.
    Strategy's Expected Result/Impact: We expect to see more parents getting involved with the school whether it is fun activities or learning about our State Assessments. We will have sign in sheets for each event.
    Staff Responsible for Monitoring: Instructional Coach and Principal
 	
    Title I:
    4.2
		Formative			**Summative**

		Dec	Feb	Apr	June

Strategy 2 Details		Reviews			

Strategy 2: Wake Village created a Facebook Page to communicate with parents what is happening on the campus.
    Strategy's Expected Result/Impact: Improved communication between the school and our students' parents.
    Staff Responsible for Monitoring: Instructional Coach
 	
    Title I:
    2.4, 2.5, 2.6
		Formative			**Summative**

		Dec	Feb	Apr	June

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

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD's ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

5. **Dropout Prevention**	TEC 11.252		The school will follow Board Policy EHBC.
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
  o Higher education admissions and financial aid, including sources of information
  o TEXAS grant program
  o Teach for Texas grant programs
  o The need to make informed curriculum choices for beyond high school
  o Sources of information on higher education admissions and financial aid
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Amy NIx	The school will follow the Retention and Recruitment Plan and Board Policy DC.
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   ○ Early mental health intervention
   ○ Mental health promotion and positive youth development
   ○ Substance abuse prevention
   ○ Substance abuse intervention
   ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Sherry Young	The school will follow Board Policy FFB and FNF.

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
● Methods for addressing
   ○ Suicide prevention including parent/guardian notification procedure
   ○ Conflict resolution programs
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
		Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children • **Methods for increasing staff, student, and parent awareness of issues** **regarding sexual abuse, trafficking, and other maltreatment of children,** **including prevention techniques and possible warning signs;** • **Age-appropriate, research-based anti-victimization programs for students;** • **Actions that a child should take to obtain assistance and intervention; and** • **Available counseling options for affected students.**	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL, EIC (LEGAL)
18. Comprehensive School counseling Program that includes: • **A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;** • **A responsive services component to intervene on behalf of any student** **whose immediate personal concerns or problems put the student's**	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

continued educational, career, personal, or social development at risk; **• An individual planning system to guide a student as the student plans,** **monitors, and manages the student's own educational, career, personal,** **and social development; and** **• Systems to support the efforts of teachers, staff, parents, and other** **members of the community in promoting the educational, career, personal,** **and social development of students.**			