

Texarkana Independent School District
Waggoner Creek Elementary
2023-2024 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 5
 - School Processes & Programs 8
 - Perceptions 13
- Priority Problem Statements 15
- Comprehensive Needs Assessment Data Documentation 16
- Goals 18
 - 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. 19
 - Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms. 22
 - 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. 24
 - Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs. 27
- 2023-2024 Campus Site-Based Committee 30
- Addendums 31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Waggoner Creek Elementary School opened for enrollment during the 2016-2017 school year. During its opening, the campus served approximately 270 students. Over the past eight years, enrollment at Waggoner Creek has increased slightly. Today, Waggoner Creek Elementary currently serves approximately 345 students in grades Kindergarten through Fifth Grade. Capacity is set for 396 students, so there is still room for growth on campus.

A strength of TISD and Waggoner Creek is the diversity among our students. Our largest population of students include: 21% African American students, 7% Two or More Races, and 59% White. Approximately 7% of the student population receives Special Education Services through the Collaborative and Resource Settings. On average, 5-10% of the student population receives Speech Therapy and/or other Related Services, 14% of students receive 504 Services, approximately 10% of the population receive Gifted and Talented services, and Waggoner Creek serves less than 2% of students in the Emergent Bilingual Program. In total, 53% of the student population is Economically Disadvantaged, and approximately 80% of the student population is comprised of transfer students.

In order to serve our diverse population of students, we employ classroom teachers, activity teachers, one dyslexia teacher, two administrators, one counselor, one math interventionist, special education collaborative teacher, one reading interventionist, one part-time reading interventionist, one 504 coordinator, paraprofessionals, one school nurse, custodial staff members, and child nutrition staff members. Staff demographics have remained consistent over the past several years. A unique feature of our campus is the archery program. This program is directed by our Physical Education coach and a 5th grade teacher. This program gives students opportunity to learn a unique skillset and compete locally and regionally.

Staff Quality, Recruitment, and Retention

Waggoner Creek Elementary staff members are dedicated to professional growth and development. Staff members work collaboratively with one another and other teachers across the district to develop differentiated instructional methods. Multiple staff members hold Masters Degrees, are completing or have completed the Science of Teaching Reading, and the school counselor is a National Certified Counselor who is also a Licensed Professional Counselor.

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, the Guiding Coalition meets to review campus needs in regard to schedules, data, and the campus mission. Teachers meet weekly to review and create lesson plans, build common formative assessments, and review current data. The Leader in Me Action Teams meet once a month to review action items, revise, and plan next steps as related to needs based on the MRA data. The Lighthouse Team meets at least once monthly to review school progress on schoolwide WIG, progress on yearly action plan, and review current and future needs.

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

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

The average class size is 20 students.

Parents and Community

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

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus. Considering 80% of our students are transfer students, it is evident our parents are dedicated to finding a compatible school that will meet their children's needs, and they make the choice to transport their children to Waggoner Creek. Hundreds of parents and community members attend campus events. Waggoner Creek Elementary hosts academic and interactive programs at the school such as Music Programs, Fall Festival, First Grade Parent Workshop, Kindergarten Camp, Kindergarten Graduation, and other activities, and attendance always exceeds expectations. Parents and community members serve as guest speakers in the classroom discussing their careers and life experiences.

Demographics Strengths

We serve a diverse makeup of students, and this diversity has remained consistent since the opening of the school.

Staff members take lead roles in leading campus decisions in regard to student learning and serve as role models as leaders across campus. The Lighthouse Team and Action Teams consistently review data, use results from MRA, and seek parent and student input to make decisions.

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

Student Learning

Student Learning Summary

	5th Grade	4th Grade	3rd Grade	2nd Grade
Reading BOY 2023	38%, 13%, 8%, 6%.	27%, 7%, 4%, 5%	28%, 7%, 1%, 8%	31%, 9%, 9%, 12%
Math BOY 2023	57%, 5%, 3%	32%, 6%, 3%, 2%.	36%, 2%, 3%, 3%	34%, 11%, 12%, 6%

Green - At/Above Benchmark. Blue - On Watch Yellow - Intervention. Red - Urgent Intervention

Note: STAAR was not administered in 2020.

Below is a comparison of STAAR scores for the past five years at the Approaches level.

	STAAR 2017	STAAR 2018	STAAR 2019	STAAR 2021	STAAR 2022	STAAR 2023
TEA Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Awaiting Accountability
Reading	78%	77%	81%	86%	88%	
Math	89%	90%	88%	80%	77%	
Writing	73%	50%	61%	80%	N/A	
Science	84%	88%	82%	81%	82%	

Below is a chart showing the various performance levels of our students on all tests. Data shows an increase in all performance categories.

- The number of students at the Approaches level remained steady at 82%.
- The number of students at the Meets level increased from 49% to 57%.

- The number of students at the Masters level increased from 22% to 30%.

	2017	2018	2019	2021	2022
Approaches	82%	80%	81%	82%	82%
Meets	48%	49%	40%	49%	57%
Masters	23%	19%	18%	22%	30%

2022 Campus STAAR results showed an increase in Third and Fourth Grade Reading scores and an increase in Third Grade Math Scores. Decreases were noted in 2022 in Fifth Grade Reading and Math. Fourth Grade Math decreased from 81% in 2021 to 68% in 2022.

Reading

Third Grade 2022	Third Grade 2023	Fourth Grade 2022	Fourth Grade 2023	Fifth Grade 2022	Fifth Grade 2023
89%	85%	96%	89%	80%	89%

Math

Third Grade 2022	Third Grade 2023	Fourth Grade 2022	Fourth Grade 2023	Fifth Grade 2022	Fifth Grade 2023
84%	85%	68%	70%	80%	75%

Science

2022	2023
82%	69%

Student Learning Strengths

STAAR

There was slight decrease across most tests in the approaches category

Fifth grade reading had a decline in the Masters category from 51% to 15%

Masters percentages decreased across all tests

Strengths:

Overall, approaches level percentages stayed fairly consistent with the previous year

Testing for the first year online could be some explanation for the decrease in meets and masters overall

Fourth grade math has been an area of concern in the past. The increase in approaches was small but there was an increase.

STAR Ren

Beginning of year data indicates over 50% of 5th grade students are at or above benchmark in reading. There were no students identified as need of urgent intervention in grade 5 math. The percentage of students in need of urgent intervention is low, below 10% in most grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, approaches percentages did not indicate large variation from year to year data in Reading and Math. Science percentage had the largest decrease in percent approaches. **Root Cause:** Science teacher left much earlier than expected on maternity leave during the 2022-2023 school year.

Problem Statement 2: Percentage of students at meets and masters level decreased compared to 2022 STAAR **Root Cause:** Online testing strategies need to continue to be taught and practiced throughout the school year so students are comfortable testing online without interfering with performance

School Processes & Programs

School Processes & Programs Summary

Personnel--Policy and Procedures

Recruitment, Hiring, and Placement

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

Evaluation, Development, and Advancement of High-Quality Staff

Walkthroughs

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

Walkthroughs are formative in nature and used to improve instruction. Informal walk-throughs will also be utilized to help collect data and progress on campus initiatives including Kagan Cooperative Learning and Leader in Me.

After a walkthrough, the teacher will receive feedback via Edugence for a formal walk-through. For informal walk-throughs, feedback will be sent using Gmail. The feedback is intended to be constructive and positive.

Waggoner Creek adheres to the District Common Instructional Framework. The following categories will be the focus for administration when classroom visits occur:

- Student Engagement
- Instructional Strategies
- Learning Objectives
- Differentiation of Instruction
- Assessment
- Positive Learning Environment

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

- Each staff member will create a professional goal for the school year. The TTESS Appraisers will review the goal and lead measures with the staff members. Progress will be discussed on this goal and during the summative, the teacher will submit any evidence of progress toward reaching the goal.
- Each classroom teacher to be evaluated using TTESS within the TISD policy will be given a range of dates (1-3 days) to choose from for their evaluation lesson.
- Once the classroom teacher has chosen the date for the evaluation lesson, the classroom teacher will plan the lesson utilizing the various tools and strategies provided during professional development.
- The classroom teacher can meet with an Instructional Coach to discuss the lesson plan.
- The classroom teacher will meet with campus administration for the Pre-Conference.
- The classroom teacher will be evaluated by campus administration.
- The classroom teacher will meet with campus administration for the Post-Conference.

Professional Practices

Professional Development

Professional Development is planned based on a variety of factors at the campus and district levels. Campus Survey results are considered when planning professional development for Waggoner Creek Elementary Staff. The three primary focuses for Campus Professional Development are Solution Tree, Kagan Structures, and Leader in Me.

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

Leadership Groups and Decision Making

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

The Waggoner Creek Elementary Leader in Me Lighthouse Team and Solution Tree Guiding Coalition have been established to review the Campus Common Needs Assessment, review problems, and determine root causes.

Student Achievement Improvement

Solution Tree Teams have been established to prepare intervention by reviewing essential standards and common formative assessments.

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

Programs and Opportunities for Students

Curriculum and Instruction

- Waggoner Creek Elementary School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to develop our ability to use all components of the TEKS Resource System, we will see student growth on STAAR and all other achievement measures.
- Waggoner Creek Elementary Teachers have collaborated with our Solution Tree Consultant and are working to identify essential standards for math, reading and fifth grade science.
- For 2022-2023, the campus will incorporate a thirty-minute Response to Intervention time during third-fifth grade math, reading, and some ELA classes every day. During this time, all third-fifth grade students will receive math and reading intervention either from their classroom teachers and/or interventionists and instructional aides. Grade-level teams will meet regularly to review student data and the need for intervention. There is also a 30 minute campus-wide intervention time built to meet the needs of all students.
- Second through Fifth Grade teachers maintain student progress in Math and Reading utilizing the Renaissance Star Assessment.
- Implementation of the Leader in Me program will continue in the fall of the 2023-2024 school year. A student lighthouse team was created for the first time in 2022-2023. During the 2023-2024 school year, big rocks will include student leadership portfolios, schoolwide wigs, class wigs, and individual tracking of wigs. The intent is to have student-led conferences in the spring of 2023-2024 or at the latest the fall of 2024.

Enrichment and Acceleration

Waggoner Creek Elementary was awarded a grant to be implemented during the summer of 2022 and into the school year of 2022-2023. The grant allows students eight additional school days during the school year for Leader in Me activities, Discovery Learning Time, and small

group instruction opportunities. The Lighthouse Team has received feedback from the Leader in Me Action Teams in regards to the half-days. Half-days will be utilized to make progress on student leadership portfolios and allow students opportunity to create plans of discovery learning opportunities.

Significant Enrollment in Special Populations

Waggoner Creek Elementary currently provides Dyslexia services for approximately 31 students which represents 10% of our student population. To serve our growing number of students identified with Dyslexia, multiple staff members have been trained in special Dyslexia programs.

It is worth noting there has been an increase in the number of students who receive Speech Therapy services. We have 1 full-time speech therapist who provides therapy to our identified students.

Procedures

Technology

Students will utilize the campus computer lab on an activity rotation schedule. During their time in the computer lab, the computer lab teacher provides high-quality instruction to students, following the technology applications TEKS. Educational software programs including RazKids and Xtra Math will be available to all classroom teachers. Currently, all classrooms are equipped with a laptop, LCD projectors, document cameras, Mimios, and Apple TVs. All Kindergarten through 5th grade students are 1:1 with chromebooks. Kindergarten through 2nd grade have received chromebooks, and a roll-out process for 3rd-5th is being planned for mid to late September.

School Conditions for Learning

- The Master Schedule was created and adopted by the campus with District expectations in mind regarding classroom time standards.
- Grade-Level and Vertical Team Meetings are regularly held.
- During the 2023-2024 school year, the master schedule was created to allow 3rd - 5th grade math teachers to meet vertically each day and 3rd - 5th grade reading teachers to meet vertically each day. Since these teachers are singletons in terms of their grade level, the Guiding Coalition requested this change to help vertically align and improve instruction across campus.
- A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

Equity of Students

Programs are available for all students based on student needs. Response to Intervention, for example, is not just for struggling students but

is also provided to students who excel to provide opportunities for even further growth.

Classroom Management

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

School Processes & Programs Strengths

One-to-one Chromebooks campus-wide

Full-time Reading and Math Interventionists will provide support for students and teachers.

Campus-wide What I Need Time to provide either intervention or extension based on students grade level needs.

Grade-level and Vertical Teams provide an opportunity for in-depth desegregation and vertical alignment.

Opportunities for students to serve on the Student Lighthouse Team. Opportunities for all students to apply and hold a schoolwide job.

A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Planning and implementing WIN Time across campus to ensure all students are getting what he or she needs is still a fairly new concept being learned and utilized. **Root Cause:** Through the process of continuous improvement, all teachers share students during WIN time. Adjusting to the mindset of 'sharing' students is still new for many.

Problem Statement 2: Time on teaching during the instructional day is an area of growth. **Root Cause:** Helping with the planning of questioning at high levels and Bloom's will continue ensuring all students are learning at high levels.

Problem Statement 3: Kagan structures are still being learned and polished. **Root Cause:** Kagan has not been a focus in the past. Teachers are working to learn 3 strategies for the year, and as a campus we are working on Kagan Look-Fors (social skills, groups, etc).

Perceptions

Perceptions Summary

Student Engagement

Discipline

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required. Teachers and Administrators proactively work with students to establish relationships and understand each child's needs for support. Staff works to foster appreciation for student differences and encourages alternate paths for behavior correction prior to the need for consequences.

Conflict Reduction

Waggoner Creek Elementary is a Leader in Me School. This will carry over into behavior management by helping develop each of the 8 habits, classroom mission statements, and giving students voice and opportunity to lead.

The Counseling Center will offer opportunities for students to come together in a proactive way to learn social skills focused on working together and appreciating other's differences and ideas. Students will be given guidance in establishing positive mental health practices.

Staff Engagement

Mentoring Results

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

Family and Community Engagement

Participation Measurement

Waggoner Creek Elementary School encourages active community involvement through a variety of methods and activities because we

believe that ultimately the success of any instructional program is significantly influenced by parent and community support. In order to achieve support, parents must become involved as partners in education of their students. Waggoner Creek Elementary School is fortunate to have many supportive family members and community partners.

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

Volunteers in Public Schools (VIPS) members hold planning meetings at least once a month during the year. VIPS offers parent nights, fund raising activities, and assistance with various school programs. Events include the Waggoner Creek Fall Festival and community service projects. VIPS financially supported additional playground equipment in the 2023-2024 school year.

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

Perceptions Strengths

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

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

Priority Problem Statements

Problem Statement 1: Overall, approaches percentages did not indicate large variation from year to year data in Reading and Math. Science percentage had the largest decrease in percent approaches.

Root Cause 1: Science teacher left much earlier than expected on maternity leave during the 2022-2023 school year.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals





Goal 1: 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: 100% of students will show growth in Math during the 2023-2024 school year.

High Priority

Evaluation Data Sources: STAAR Assessment Results, StarRen data, Six Weeks Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: In our work as a Professional Learning Community, Grade-Level and Vertical Teams will monitor individual student growth on common formative assessments and district summative assessments. While reviewing data, staff members will sort students into WIN groups and monitor growth. Ongoing data through CFAs, interim assessments, Star Ren, and six weeks assessments will be utilized to determine effectiveness.</p> <p>Strategy's Expected Result/Impact: Increased student performance in Meets and Masters on STAAR EOY.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Kagan Structures will be utilized in Math Classrooms daily to increase student engagement and allow for quick review of learned material.</p> <p>Strategy's Expected Result/Impact: Increased student performance and collaboration</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During the 2023-2024, Waggoner Creek will continue implementation phase of becoming a Model Professional Learning Community. Students will receive math intervention and/or extension during both scheduled WIN times and math stations.</p> <p>Strategy's Expected Result/Impact: Year two with Solution Tree will consist of learning best practices for intervention that allow our students to receive the instruction they need.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</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 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: 100% of students will show growth in Reading during the 2023-2024 school year.

High Priority

Evaluation Data Sources: STAAR data, interim assessments, TPRI, six weeks assessments, STAR Ren data





Strategy 1 Details	Reviews			
<p>Strategy 1: In our work as a Professional Learning Community, Grade-Level and Vertical Teams will monitor individual student growth on common formative assessments and district summative assessments. While reviewing data, staff members will sort students into What I Need groups and monitor growth. What I Need time is based on student needs and will serve as either intervention or extension.</p> <p>Strategy's Expected Result/Impact: Increased student performance in the area of Meets and Masters on the STAAR EOY.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Kagan Structures will be utilized in Reading Classrooms daily to increase student engagement and allow for quick review of learned material.</p> <p>Strategy's Expected Result/Impact: Empowering students to lead his or her own learning, as well as increase student collaboration and performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During the 2023-2024, Waggoner Creek will continue implementation phase of becoming a Model Professional Learning Community. Students will receive reading intervention and/or extension during campus-wide WIN times and small group reading instruction time.</p> <p>Strategy's Expected Result/Impact: Year two of Solution Tree training will ensure we continue learning and utilizing best practices in regard to tier 1 instruction and intervention. This will allow us to meet the needs of all students.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1: Students in Kindergarten through 5th grade will maintain leadership portfolios to track their academic and personal goals throughout the school year. 95% of students enrolled from the beginning of the year will have completed binders by May 17, 2024





Evaluation Data Sources: Students will enter data from fluency tests, end of grading period assessments, and benchmarks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Scheduled Leader in Me time included in the daily master schedule. Half-days in the school calendar will also be utilized to devote to leadership portfolios to ensure students are tracking data, setting goals, etc.</p> <p>Strategy's Expected Result/Impact: Increased student motivation, performance, and responsibility.</p> <p>Staff Responsible for Monitoring: Lighthouse Team and Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will work with students on Fridays of each week on how to track data in their portfolios by modeling what to do and how to document data in the binder.</p> <p>Strategy's Expected Result/Impact: Students will be able to successfully communicate with an adult and/or a student accountability partner regarding the progress or lack of progress based on the data in their portfolios.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</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: Students in Kindergarten through 5th grade will have 1:1 access to chromebooks from September 2023 until May 2024.

Evaluation Data Sources: Xtra Math - Kindergarten - 5th grade
 Reading A-Z - Kindergarten - 2nd Grade
 Google Classroom Assignments
 Google Practice Sets - 3rd-5th grade





Strategy 1 Details	Reviews			
<p>Strategy 1: 1-to-1 Chromebook Implementation.</p> <p>Strategy's Expected Result/Impact: 1:1 chromebook implementation will allow students quicker, more direct access to educational resources. The devices will allow students to gain familiarity with online testing procedures and can gain quick access to needed resources and review material.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 100% of staff members at Waggoner Creek Elementary School implement and model the 8 Habits of Leader in Me across campus.

Evaluation Data Sources: Leader in Me Logins
 Campus Surveys
 Lesson Plans
 Master Schedule





Strategy 1 Details	Reviews			
<p>Strategy 1: Based on data from MRA, the Culture Action Team identified the need for implementation of processes that support Emotional Bank Accounts for all, both students and staff. Once per six weeks, members of the student lighthouse team will ask at least 10 students if their teachers have been checking in with how they are feeling/doing. The progress will be recorded on a Scoreboard in the hallway with each student lighthouse member placing a sticker by "yes" or "no" for the 10 students they talked to.</p> <p>Strategy's Expected Result/Impact: Students and staff will feel safe and supported across the school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leader in Me training will occur ongoing throughout the school year. Based on feedback from Action Teams, Lighthouse Team, and informal walk-throughs, we will determine which areas of Leader in Me are being implemented effectively in support of social, emotional, physical, and mental health.</p> <p>Strategy's Expected Result/Impact: Ongoing training and review of progress in terms of Leader in Me will ensure as a campus we are building upon a foundation of trust and model the 8 Habits in our personal and professional lives.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 5 Lighthouse Team Members will attend a Leader in Me Symposium</p> <p>Strategy's Expected Result/Impact: This will allow Lighthouse Team Members to learn, engage, and gain knowledge of Leader in Me and implementation. The attending members will educate the Lighthouse and Action Teams.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 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: As part of a culture of continuous improvement, all instructional staff are part of our Professional Learning Community. This Community allows for us to review teaching strategies, current data, and focus on student needs in terms of social, emotional, and academic learning.





Evaluation Data Sources: Weekly Collaborative Team Meeting Agendas
 Guiding Coalition Action Plans and Review
 Waggoner Creek Calendar
 Master Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Horizontal teams in grades Kindergarten, 1st and 2nd have the same planning period daily. 3rd - 5th grade Math teams share the same daily planning time and 3rd - 5th Reading teams share the same daily planning time. There is 50 minutes of allotted time per day.</p> <p>Strategy's Expected Result/Impact: Increased collaboration, sharing of students across campus based on needs, identifying teacher strengths, and improved academic performance.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All instructional staff are part of Solution Training annually and will plan collaboratively with a Solution Tree coach at least 2 times per semester. The Guiding Coalition will also take part in RTI at Work days to receive more in-depth discovery of the model.</p> <p>Strategy's Expected Result/Impact: All staff will continue working to become a Model Professional Learning Community and ensuring a culture of continuous improvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: We will continue to provide opportunities for families/community members to take part in the education of the students. In addition to our regular events we will also host a family night for grades 3rd-5th.





Evaluation Data Sources: Invitations/Announcements
 Photos/Videos
 Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Invite community leaders and parents to actively participate in events such as the Annual Read Across The Creek event, Fall Carnival, and speaking engagements to address goal setting and leadership in careers.</p> <p>Strategy's Expected Result/Impact: Increased student motivation and performance. Increased collaboration between stakeholders and students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</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 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: Waggoner Creek Elementary attendance rate for the 2023-2024 school year will be at or above 97%.





Evaluation Data Sources: Phone calls home when absent
 Attendance score board
 Grade level incentives

Strategy 1 Details	Reviews			
<p>Strategy 1: Front office staff will update the attendance scoreboard daily. Each Monday during the announcements, the grade-level with the highest attendance rate will be recognized. The grade-level with the highest attendance rate for the six weeks grading period will receive an extra recess.</p> <p>Strategy's Expected Result/Impact: The incentive as well as the weekly updates will encourage student attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 100% of staff, 100% of students, and 70% of parents will complete the 2023-2024 MRA.

Evaluation Data Sources: Leader in Me site

Strategy 1 Details	Reviews			
<p>Strategy 1: A campus-wide goal will be set and staff will complete MRA during an in-school training time. All 3rd, 4th, 5th grade students will complete the survey on their chromebooks in Technology or class, and parents will be given a QR code linked to the survey and encouraged to participate.</p> <p>Strategy's Expected Result/Impact: A more accurate evaluation of the areas related to MRA that are used to drive campus decisions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kasey Coggin	Principal
Non-classroom Professional	Stacey Alexander	Counselor
District-level Professional	Kay Stickels	Director of Special Populations
Administrator	Julie Watson	Assistant Principal
Business Representative	Christi Hoyt	Business Owner
Classroom Teacher	Rene' Callison	Teacher
Classroom Teacher	Candace Davis	Teacher
Classroom Teacher	Jami Blain	Teacher
Classroom Teacher	Tracie Smith	Teacher
Parent	Christie Page	Parent
Parent	Sherita Gowans	Parent
Community Representative	Fonda Clary	Community Representative
Classroom Teacher	Jennifer Phillips	Teacher
Business Representative	Amber Gideon-Stewart	Business Rep
Classroom Teacher	Jamie Hammonds	Classroom Teacher
Classroom Teacher	Rebecca Hankins	Classroom Teacher

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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ 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.

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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.
<p>11. Sexual Abuse and Maltreatment of Children</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>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • 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"> ○ 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.
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ 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

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	Shawn Davis	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	Holly Tucker	
<p>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</p> <ul style="list-style-type: none"> • 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. 	<p>Education code 38.0041</p>	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
<p>17. College and University Admissions and Financial Aid (All grade levels)</p>	<p>Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201</p>	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
<p>18. Comprehensive School counseling Program that includes:</p> <ul style="list-style-type: none"> • 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 	<p>Education Code 33.005</p>	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">• 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.			
---	--	--	--