

Texarkana Independent School District
Theron Jones Early Literacy Center
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Theron Jones is a K-2, Title 1 School in Texarkana ISD. The student population at Theron Jones, reflects the demographics of the neighborhood surrounding the school. During the 2022-23 school year, we had a 98.17% economically disadvantaged population of students, which is considerably higher than the district average of 76.4% and the state average of 60.6%. In addition to that, our mobility rate was 21.1 percent. The student enrollment for the 2023-24 school year is 341 students. The ethnic distribution of this campus is 77.71% African-American, 11.73% Hispanic, 4.11% White, .59% Asian and 5.57% are 2 or more races. Of the total number of students enrolled on campus, 247, or 72.43 percent are classified as at-risk.

In order to serve our students during the 2022-23 school year, we employed a total of 60.1 staff members. These staff members are made up of 34.1 teachers, 3.8 professional support staff, 2 campus administrators and 20.2 paraprofessionals, 4 child nutrition workers and 3 custodial employees. The demographic data of the teaching staff is 31.4% African American, 9.6% Hispanic and 59% White. We had 96.1% female staff members. In addition to this 17.6% of teachers were beginning teachers. 53.2% of teachers had one-five years of experience and 13.4% of teachers had 6-10 years of experience. 6.3% of teachers had 11-20 years of experience and 9.5% of teaching staff had over 20 years of experience. None of the teachers that were employed at Theron Jones had over 30 years of experience. The highest degree held by 80.5 of all staff members was a bachelor's degree, and 19.5% of teachers held a master's degree. Staff retention is critical at a high needs campus such as Theron Jones Early Literacy Center. The district and campus administration works together to reach the staff retention goal.

3.4% of the student population are English Language Learners. The needs of these students are addressed by ESL certified teachers with the support of a district ESL teacher. There are currently 41 students who are served by our special education staff and are receiving consultative, collaborative and/or specialized services. 7.6 percent of our student population is serviced under Section 504. These students are mainly diagnosed with dyslexia, Attention Deficit Hyperactivity Disorder, and Oppositional Defiance Disorders. In addition to our special populations, many of our students present challenging behavioral issues due to their home environments and trauma. Due to the fact that many of our teachers are fairly new to the profession, our demographics can present challenges for effective classroom management. To help with this challenge, our district provided funding for 2 behavior interventionists several years ago. These interventionists work with a district behavior specialist to help provide students with strategies to manage their behavior in class. Our behavioral referrals have been on a steady decline in recent years, and the behavior interventionists are part of that positive change.

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

The Theron Jones staff understands the importance of having volunteers who support our students on campus. Annette Daniels, our campus VIPS coordinator enthusiastically creates an inviting atmosphere for them. We have several volunteer groups that will grace the campus this year to work with our students: a grandmother group called the Granny Pack, Girl Scouts and students from the high school leadership team and student athletes.

We have Family STEAM Night, Fall Festival, Spring/Easter celebration, Bow Ties and Brunch, and Mom and Me Tea, Book Fairs, school dances, and Leadership Day to encourage parents and community members to be active partners with the Theron Jones staff. An additional area for parent involvement this year will be the continued growth of our Leader in Me Parent Lighthouse team. This group of parents were very active in previous years.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for teacher retention to provide consistent high quality teaching for students at Theron Jones. **Root Cause:** Teachers are overwhelmed with the large number of students with discipline issues in one classroom. They lack the skill set to manage the aggressive and disrespectful behaviors.

Problem Statement 2: There is a need for additional staff to help support the increasing number of students identified as SpEd. ESSR funds were used to provide an addition SpEd teacher for our campus. **Root Cause:** Due to Covid learning gaps, trauma and home environments with little parent involvement, more students are being identified, tested and qualifying for Special Education Services.

Student Learning

Student Learning Summary

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

A small percentage of students are identified as ESL students. Students that are ESL are assigned to a classroom that has a teacher with an ESL endorsement. Some of the ESL students also receive extra support from a district ESL teacher. We do not have bilingual classrooms on our campus.

Data shows a disproportionate number of students from Theron Jones who qualify for the Gifted and Talented Program. This current school year we have 1 student out of 9 tested that qualified for and participated in the GT program. Counselors and testers indicate that students lack skills in creative thinking and problem solving. In efforts to close the gaps, our teachers continue to be trained in the effective use of researched based instructional strategies and components of Balance Literacy. Test scores show that students need more instruction to help broaden their vocabulary. Lesson plans will need to include more activities that allow students to express their creativity and most project based activities.

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

Kindergarten TXKEA 2022-2023			
Skill assessed	BOY	EOY	
Letter Sounds	75%	60%	
Blending	38%	46%	
Vocabulary	50%	28%	
Listening Comprehension	51%	63%	
Letter Names	65%	72%	
Spelling	59%	50%	
Decoding	10%	35%	
First Grade TPRI data 2022-2023			
Skill assessed	BOY	EOY	
Phonological Awareness	1%	40%	
Phonics	1%	40%	
Word Reading	8%	35%	
TPRI EOY Fluency Goal (60WCPM)	0	32%	
Reading Comprehension	3.5%	21%	
Second grade TPRI data 2022-2023			
Skill assessed	BOY	EOY	
Phonics	0	13%	
Word Reading	16%	42%	
TPRI EOY Fluency Goal (90WCPM)	22.5%	27%	
Reading Comprehension	23%	46%	

First and Second grade students have struggled on the skills assessed on TPRI over the last several years due to the pandemic and teacher retention issues. Theron Jones' first grade students had shown impressive growth in phonological awareness, phonics and word reading in the past, and with our phonics program and small group training for our teachers, we are beginning to see improvement.

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

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

Student Learning Strengths

Scores on the district EOY math test show that scores for students at Theron Jones are close to the district averages. This is due to the concentrated efforts of our teachers working with campus instructional coaches and the math specialist at Instructional Services. They planned each unit together to ensure that lessons meet the specificity of the state standards. These lessons were designed to maximize the engagement of students as well as to close the achievement gaps. This is a practice that will continue for the next year. The scores will be used to target students for RTI in math at the beginning of 2023-2024 school year.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Theron Jones student scores on many assessments continue to fall behind other schools in the district. Teachers must work harder to close the gaps. ESSR funds were used to provide 9 additional Instructional Aides to help lower the adult/student ratio in order to provide more support during key learning times. The use of 1:1 devices, various technology applications and hardware can also help. **Root Cause:** Students come to school lacking basic social skills and basic reading and math skills.

Problem Statement 2: We anticipate a large number of student will come this year with Covid learning gaps. Approximately half of our students began the 2020-21 school year virtual and many remained virtual for the entire school year. In addition to the earlier shut down of the 2019-20 school year. ESSR funds will be used to put varies items in place to assure student and staff safety. **Root Cause:** Parents kept students home because they worried about their safety at school.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

Professional development that is ongoing, job-embedded and authentic to teachers is a must. Our teachers have received LETRS, Phonics, Guided Reading and writing training which, supports our District Literacy Initiative. Our teachers have also participated in Math and Science training. During the 2023-24 school year, our training will address the needs that were revealed in our yearly district PD survey. We have provided Trauma training to address the need for more behavior intervention strategies and we will continue to provide that training as needed. Training will also be provided in Phonics and we will continue training our staff in the areas of Small Groups, Shared Reading and Workstations. Teachers will continue to work closely with Instructional Coaches, Instructional

Services Content Coordinators and administrative staff to plan and implement effective engaging lessons for their students utilizing the provided training.

Due to a Dyslexia grant received by the district, a group of teachers and district Admin attended Confrutue at UCONN. We learned about SEM (School-wide Enrichment Model). We used this information to begin Enrichment Clusters on our campus. Our students were exposed to a variety of rich learning experiences, based on their interest. We will continue with SEM Clusters during the 2023-24 school year.

The implementation of 1:1 technology into the learning environment has enhanced student learning and introduced the students to 21st century skills as well as provided additional avenues to close the achievement gap. Each classroom has enough Chromebooks for each student to have their own device. These devices allow students to participate in whole group instruction, workstations or small group instruction.

In addition to the Apple devices, we have a computer lab that contains 22 Chrome base computers. Students are taught the basic technology skills, such as keyboarding, creating and saving documents, etc. Students are also learning the art of coding. Technology skills are integrated into other content areas as well.

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

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

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are not always able to fully implement with fidelity the programs and processes that are totally new to them which affects their ability to teach with fidelity and therefore impacts student achievement. **Root Cause:** Teachers with zero years of experience are still attempting to perfect their craft. These novice educators are still learning the "How's" of classroom management which often takes precedence over the "How's" of instruction.

Perceptions

Perceptions Summary

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

One thing that is helping us make this change is Leader in Me. We became a Leader in Me School during the 2015-16 school year. During this process our teachers and staff are learning to embed the 7 Habits of Highly Effective People into all aspects of school life. The habits are explicitly taught during Leadership Academy and in the classroom. Our school counselor and Behavior Specialist use the habits to help support social-emotional learning and the habits are taught across the curriculum in the classrooms. Our Environmental Action Team has also added Leadership quotes and other positive items around the school to uplift and encourage our students and staff. Our staff and students set goals and we celebrate when they are met as well as other victories around the campus. We have Staff, Parent and Student Light Teams who have a voice in various aspects of our campus operations. It is our goal to empower all of our stakeholders to Lead, which in turn will make Theron Jones an even better place to learn and grow! We achieved Leader in Me Lighthouse status during the 2018-19 school year. This is a big accomplishment for our school. During the 2023-24 school year, we will strive to make continued improvement in our areas of strengths and weakness on the MRA survey.

In 2023 surveys were given to parents, students and staff to assess the campus programs and processes. The surveys indicated several strengths and areas of needed improvement. Nearly all parents who participated in the survey indicated that they felt welcome at our school and were informed about that academic programs and services provided by Theron Jones.

A survey of 365 K-2 students at Theron Jones shows that 93.81% of students feel safe at school. 88.88 % of the students indicated "I like School." 99.3% of students say that their teacher is proud of them when they do a good job. Only 75.08% of students felt that all of the other students were nice to them. A few areas dropped from the previous year. Our goal is to increase these areas and several others.

When the staff were surveyed using the MRA, we grew in the area of Leadership from a 63% to 78%, 40% to 80% in Leadership and 45% to 79% in academics. We have grown in all of these areas and will continue to strive to get even better.

Partners and community members are prime stakeholders in a school's success. Theron Jones Early Literacy Center strives to keep parents/and stakeholders involved through an active Partners In Education and Volunteers In Public Schools. We have several community members or organizations that have partnered with our school. Heritage Church has provided gifts to both staff and students. Kohls has volunteered time to serve at various school functions and well as provided financial support in the form of donations. The Patterson Family has created a foundation to support our school by providing books to our students. We will strive this year to bring in more business partners and increase our parental involvement. With the use of our Facebook, Twitter pages and Blackboard, we will be able to communicate our activities and events more effectively as well as share the success of our events.

Perceptions Strengths

We are a LIM Lighthouse Campus. We were recertified as a lighthouse campus during the 2022-23 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Over 25 percent of all first and second graders would prefer to stay home than to come to school. **Root Cause:** Teachers need to plan engaging lessons for students in order to combat the perception that school is "boring".

Problem Statement 2: We have a lack of parental involvement and support. **Root Cause:** Our parents have an overall distrust of the education system and process. We could cultivate better relationships with parents if there were more active in the school community.

Problem Statement 3: Less than 90% of kindergarteners "Like School". This is a grade level in which most students love being at school. **Root Cause:** Our facilities are old and underwhelming. They do not inspire an excitement, zeal, or passion for learning.

Problem Statement 4: Teacher retention is an ongoing issue. **Root Cause:** Teachers struggle to manage classrooms filled with students who are victims of generational poverty who have backgrounds filled with trauma and instability. Adding Instructional Aides to the first and second grade classrooms should assist with their issue.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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





Goals

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

Performance Objective 1: By the end of the 2023/2024 school year, Kindergarten students will be at 50% on track on TX-KEA across Blending, Decoding, and Letter Sounds. 1st grade students will grow on TPRI by 50% meets/masters from BOY to EOY. 2nd grade students will grow on TPRI by 40% meets/masters from BOY to EOY.

Evaluation Data Sources: PLC meeting data, TPRI data, District Assessment data, Classroom formal & informal data

Strategy 1 Details	Reviews			
<p>Strategy 1: As a way of empowering instruction, we will disaggregate data from the TPRI , TX KEA and ESGI assessments during PLC's. This data will be used to create targeted small groups to provide interventions, extensions, or enrichment.</p> <p>Strategy's Expected Result/Impact: This will provide intentional intervention, reteaching or enrichment opportunities for students.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Subscription for ESGI - 211 - Title I, Part A - \$2,000, Resources for small group instruction such as additional decodable readers and manipulatives. - 211 - Title I, Part A - \$1,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional leaders will monitor the implementation of the "Foundational Skills" RBIS through phonics . This will be done by observing and providing immediate feedback to teachers in a variety of ways. (Walkthroughs, Learning Walks, Face to Face debriefs and emails)</p> <p>Strategy's Expected Result/Impact: Feedback will allow the teachers to improve the quality of instruction provided to students.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Kristi Lewis will provide a Phonics Review training for classroom teachers.</p> <p>Strategy's Expected Result/Impact: This will help to make sure teachers have a clear understanding of the district/campus expectation for implementing phonics with fidelity.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will use their lead measures to practice phonics skills and they will track their progress using trackers. We will celebrate their progress.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their own learning.</p> <p>Staff Responsible for Monitoring: Achieve Goals Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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: 2nd grade students will achieve 25% growth from the 1st grading period assessment to 5th grading period assessment by end of the end of the 2023/24 school year.

Evaluation Data Sources: Math district assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will desegregate data from regularly implemented CFA's and formal assessments, during PLC's. This data will be used to create targeted small groups to provide interventions, extensions and enrichment.</p> <p>Strategy's Expected Result/Impact: The use of CFA's and formal assessments will increase student performance by identifying areas of needs for intervention or enrichment.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use WIN Time to ability group students across the team to intentionally target student's skills deficits. These groups will continue to change based on student needs.</p> <p>Strategy's Expected Result/Impact: Student's learning gaps will close due to the intentional focus on skills.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Provide manipulatives or other resources to support Win time. - 211 - Title I, Part A - \$1,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use Generation Genius Math to help introduce content to students with real world examples, lesson extensions and interactive quizzes.</p> <p>Strategy's Expected Result/Impact: The use of this program will help make the content relevant to students and increase their interest.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,295</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will use their lead measures to practice math skills and they will track their progress using trackers. We will celebrate their progress.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their own learning.</p> <p>Staff Responsible for Monitoring: Achieve Goals Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</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 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: In order to more closely align academically to WL and to make a smoother transition between 2nd and 3rd grade, Theron Jones and Westlawn teachers and admin will partner with Ed Direction.

Evaluation Data Sources: Academic data, observations, staff surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Work in collaboration with WL and Ed Direction to establish common routines and procedures for classrooms. Strategy's Expected Result/Impact: Having common routines and procedure already established will create consistency when transitioning to WL. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Work in collaboration with WL and Ed Direction to align academic vocabulary and teaching strategies. Strategy's Expected Result/Impact: This will increase the academic performance of our students. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 2nd grade teachers and admin will participate in campus visits, classroom observations, data review and onsite PD sessions. There will also be weekly coaching sessions. Strategy's Expected Result/Impact: Gain knowledge that will lead to growth in our students. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</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 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: We will provide an innovative and engaging learning environment that will be the foundation for preparing our students with 21st Century skills by May 10th, 2024.

Evaluation Data Sources: Lesson Plans, Coaching tracker, Leadership Academy lesson plans,

Strategy 1 Details	Reviews			
<p>Strategy 1: We will embed a variety of Kagan Structures into our daily lesson plans to increase student engagement in the classrooms across the campus.</p> <p>Strategy's Expected Result/Impact: More students will be excited about coming to school to learn.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To effectively monitor the implementation of the Kagan Structures, each teacher will receive at least one coaching visit per grading period by a member of the TJ Kagan Coaching Team.</p> <p>Strategy's Expected Result/Impact: This will ensure effective Kagan implementation.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will implement Enrichment Clusters to give our students the opportunity to explore a variety of hobbies and careers based on their interest.</p> <p>Strategy's Expected Result/Impact: Students will learn new skill sets.</p> <p>Staff Responsible for Monitoring: Shared Leadership Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: We will need to replenish materials for various clusters. - 211 - Title I, Part A - \$800</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will continue to sharpen their leadership skills with direct LIM lessons and team building opportunities provided in our Leadership Academy.</p> <p>Strategy's Expected Result/Impact: Students will learn to work with others while applying the 7 Habits.</p> <p>Staff Responsible for Monitoring: Shared Leadership Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Leader in Me Activity Booklets - 211 - Title I, Part A - \$700</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be provided with opportunities to articulate their progress by participating in various experiences such as student-led conferences, Adult Chats, and leadership day.</p> <p>Strategy's Expected Result/Impact: Students build their confidence and learn to take personal responsibility for their own academic progress.</p> <p>Staff Responsible for Monitoring: Achieve Goals Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will implement the use of 1:1 devices. Our students will begin to learn the basic skills associated with G Suite.</p> <p>Strategy's Expected Result/Impact: Students will become comfortable in basic technology skills.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 100% of Theron Jones students will celebrate their growth by ringing the bell at least one time by May 3rd.</p> <p>Strategy's Expected Result/Impact: This will build our student's confidence and motivate them to keep working hard to reach their academic goals.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



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: By May 3, 2024, we will maintain or decrease the number of campus-wide discipline referrals per grading period from the previous year.

Evaluation Data Sources: Discipline data, behavior referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistent implementation of our Campus-wide Expectation Plan that is based on the principles of Leader in Me.</p> <p>Strategy's Expected Result/Impact: Having consistency with the campus expectations and procedures will reduce discipline.</p> <p>Staff Responsible for Monitoring: Assistant 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: The Behavior Support Specialist and Counselor will intervene with individual students and small groups to teach a variety of behavioral intervention strategies. The ISS Aide will teach social skills lessons while students are in recovery.</p> <p>Strategy's Expected Result/Impact: By using a variety of behavioral intervention strategies, students will learn to use positive behaviors to decrease negative behaviors.</p> <p>Staff Responsible for Monitoring: Assistant 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: Admin will meet the Behavior Support Specialist once a month to review discipline data to look for trends and create plans to intervene as needed.</p> <p>Strategy's Expected Result/Impact: This will decrease the need for reactive intervention.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will use the Leadership Store every three weeks to encourage and celebrate positive behavior. The amount of leadership bucks spent each time will increase.</p> <p>Strategy's Expected Result/Impact: Students will become intrinsically motivated to work hard to achieve their goals.</p> <p>Staff Responsible for Monitoring: Shared Leadership Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Incentive items for the Leadership Store - 211 - Title I, Part A - \$700</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: We will retain 78% of our core teaching staff by the end of the 2023-24 contracted school year. This will allow us to continue to provide high quality teachers for our students.

Evaluation Data Sources: Renewed teacher contracts
Resignation letters

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue our New Teacher Support Group, that will meet at least once a grading period to allow new teachers the opportunity to gain extra support in needed areas such as campus/district expectations, curriculum, student behavior, LIM, etc.</p> <p>Strategy's Expected Result/Impact: The support provided to the new teachers will increase their confidence and appreciation for the campus.</p> <p>Staff Responsible for Monitoring: Adult Learning and Modeling Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In order to maintain a culture of "Family" that provides support and encouragement, we will plan monthly activities that include holiday festivities, relaxation events, meals, and games. We will also provide appreciation gifts and sentiments according to the district celebration calendar.</p> <p>Strategy's Expected Result/Impact: These efforts will help staff feel like they are a part of a family/team.</p> <p>Staff Responsible for Monitoring: Leadership Environment Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will utilize additional instructional aides provided by EESR Grant funds, during key instructional times to lower the adult/student ratio for 1st and 2nd grade classes. This will aid in increased student success and teacher support.</p> <p>Strategy's Expected Result/Impact: This will allow more student success due to more adult assistance and teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

will feel supported.

Staff Responsible for Monitoring: Principal

Title I:

2.4, 2.5, 2.6



No Progress



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 have a 10% increase (from the previous year) in the number of parents participating in our school-wide activities by May 17, 2024, in order to improve our home/school connection.





Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide innovative incentives to parents to promote interest and increase attendance.</p> <p>Strategy's Expected Result/Impact: Incentives will help motivate parents to support their children and the school in their educational endeavors.</p> <p>Staff Responsible for Monitoring: Adult Learning Facilitator</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will create a Parent Lighthouse Team in conjunction with the Student Lighthouse Team and VIPS to give parent voice/input into some of our school matters.</p> <p>Strategy's Expected Result/Impact: This will empower parents to use their voice to help shape the school.</p> <p>Staff Responsible for Monitoring: Family and Community Facilitator</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: In order to expose our students to a variety of resources and opportunities, we will have at least 5 volunteer experiences by May 17, 2024.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: We will host a Volunteer Brunch to recruit volunteers.</p> <p>Strategy's Expected Result/Impact: This will be an opportunity to showcase our school to gain volunteers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will create a reward system for volunteers.</p> <p>Strategy's Expected Result/Impact: We will celebrate our volunteer and this will make them feel appreciated and want to continue to volunteer.</p> <p>Title I: 4.1, 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;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subscription for ESGI		\$2,000.00
1	1	1	Resources for small group instruction such as additional decodable readers and manipulatives.		\$1,500.00
1	2	2	Provide manipulatives or other resources to support Win time.		\$1,500.00
1	2	3			\$1,295.00
2	1	3	We will need to replenish materials for various clusters.		\$800.00
2	1	4	Leader in Me Activity Booklets		\$700.00
3	1	4	Incentive items for the Leadership Store		\$700.00
Sub-Total					\$8,495.00
Budgeted Fund Source Amount					\$8,525.00
+/- Difference					\$30.00
Grand Total Budgeted					\$8,525.00
Grand Total Spent					\$8,495.00
+/- Difference					\$30.00

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.			
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