

Texarkana Independent School District
Spring Lake Park Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Lake Park Elementary is a small neighborhood school nestled between the interstate and a major road that divides the states of Texas and Arkansas. As a land-locked community, it is hard to grow. Although the neighborhoods are becoming older and new development is slim, our community is thriving. We are a Leader in Me school with a Lighthouse School designation. As a staff, we believe in teaching the whole child, we develop and apply Stephen Covey's 7 Habits of Highly Effective People, we encourage leadership and work diligently to find the genius in every child. We currently serve 384 students in grades Pre-kindergarten through 5th grade. Of the 394 students, 71 are caucasian, 243 are African American, 41 are Hispanic, 2 are Asian and 25 are classified as two or more races. We are 47.14% males and 52.86% females. 276 or 70.23% of our students qualify for free and reduced lunch. 86 or 21.88% are considered economically disadvantaged which is a 10% decrease from the previous year.

14.32% of Spring Lake Park's student population receives special education services and 3.38% are English Language Learners. ELL services are offered at Spring Lake Park. Our ESL population is diverse with students speaking Spanish and Arabic.

54.69% of the student population is considered At-Risk which is a slight decrease from the previous year. 6.77% students are labeled as dyslexic and receive services.

A campus analysis of discipline follows:

2021-2022	2022-2023
First Six Weeks 37	37
Second Six Weeks 41	41
Third Six Weeks 9	9
Fourth Six Weeks 25	25
Fifth Six Weeks 39	39
Sixth Six Weeks 19	37

Discipline across the six weeks stayed pretty much the same compared to the previous year.

In order to serve our students, we currently employ twenty classroom teachers, two special education teachers and two activity teachers. We have one Principal, one Assistant Principal, one Counselor, one Administrative Assistant, one Receptionist, four full time interventionists, one Health Aide, one Library and Computer Lab Aide, two pre-kindergarten Aides, one ISS Aide, three Instructional Aides, one Behavior Support Specialist, three custodial staff members, and four child nutrition staff members. This year, we lost 2 full time interventionists due to a deficit budget. We have one full time interventionist paid through ESSR funds.

We are continuing to increase teacher retention by providing mentors, developing a positive campus culture, curriculum help through our Instructional Coach and whole-teacher support with the administration.

Our Campus Instructional Coach, one ISS Aide, one Library Aide and two Instructional Aides are paid for through Title One monies. State Comp Ed pays for two Prekindergarten teachers, two full time Interventionists, one Computer Lab/Library Aide and two Prekindergarten Aides. Two interventionists are paid through ESSR funds.

Spring Lake Park's parent community is as diverse as the students. Most parents have a high school education. Most of our parents work and have a single income. While this is not the case for all students, there is a high number of single parent homes and students being raised by grandparents or guardians. Parents attend school events, especially our Family Engagement Nights. We encourage more involvement in our school with our Volunteers in Public Education Program.

Demographics Strengths

As a campus community, we have a variety of strengths. We are able to have staff members through Title One and State Comp Ed funding. This allows support for our staff and students in a variety of areas. SLP also has a very diverse population of both students and staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance in all grade levels was lower than normal during the 2022-2023 school year. **Root Cause:** Parents do not feel the urgency to send students to school daily.

Student Learning

Student Learning Summary

Students are under achieving in math. 2022-2023 STAAR Math scores were as follows: 65% Approaches in third grade, 33% Approaches in fourth grade and 53% Approaches in fifth grade. During the May CQIC the following observation were made: In 5th grade, from fall to spring math scores fell. 4th grade algebraic reasoning was low, however math grew from fall to spring. 3rd grade saw their greatest growth in math from fall to spring. Across all grade levels, 4th six weeks showed students performing at their lowest in math. STAAR Reading scores were as follows: 69% Approaches in third grade, 60% Approaches in fourth grade, and 62% Approaches in 5th grade. Students are under achieving in math. 2022-2023 STAAR Math scores were as follows: 65% Approaches in third grade, 33% Approaches in fourth grade and 53% Approaches in fifth grade. During our May CQIC meeting, the committee determined the following: In 5th grade, fall to spring scores on benchmarks fell in math; Across grade levels, the 4th six weeks was the lowest all year; third grade math grew from fall to spring, and in 4th grade, algebraic reasoning was the lowest. STAAR Reading score were as follows: 69% Approaches in third grade, 60% Approaches in fourth grade and 62% Approaches in fifth grade. Historically, we have seen improvement in TPRI results. In 2018-2019 BOY first grade went from 35% to 2022-2023 45% Meets. EOY shows, first graders went from 33% Meets in 2018-2019 to 42% Meets in 2022-2023. In 2018-2019 BOY second grade went from 26% to 2022-2023 16% Meets. EOY shows, second graders went from 10% Meets in 2018-2019 to 18% Meets in 2022-2023. In 2018-2019 BOY third grade went from 46% to 2022-2023 25% Meets. EOY shows, third graders went from 21% Meets in 2018-2019 to 30% Meets in 2022-2023. The May CQIC made the following comments about reading: Informational text was the lowest reporting category in 4th grade. There was no Masters in Reading in 4th grade. In first and second grade they saw weaknesses in Fluency, Decoding, and Independent Reading. Based on STAAR results and TPRI we have learned we need to support students at the lowest level of urgent intervention and assisted reading. Therefore, it is proposed that the CQIC committee discuss the benefits of decodable readers that directly affect students on the assisted reading level. Additionally, the CQIC will explore instructional supports for Math. Another need is the ability to effectively look at the data from RTI, WIN Time and PLCs. There is a need to establish a Collaboration Room where we can project discussion items for collaboration.

Student Learning Strengths

The staff at Spring Lake Park has been training with Solution Tree. They have gone through year one that included: evaluating Essential Standards, creating common formative assessments, how to group students for enrichment or intervention, and creating common times for teachers to collaborate. In year two, teachers are going to focus on RTI strategies and continue with more Solution Tree training. Students in grades k-2 participated in WIN time groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are under performing in math. **Root Cause:** Math fluency needs improvement

Problem Statement 2: There is a lack of progress with students at the urgent intervention level. **Root Cause:** Assisted Reading students are not effectively learning because they cannot read the leveled readers.

School Processes & Programs

School Processes & Programs Summary

Spring Lake Park is dedicated to providing curriculum that is aligned with the Texas TEKS. Spring Lake Park provides instruction in early childhood, English Language Arts and Reading, mathematics, science, social studies, fine arts, health and physical education.

We have 2 administrators, 1 instructional coach, 26 teachers, 1 part time interventionist, 5 full time interventionist, multiple district dyslexia teachers, 6 paraprofessionals and 3 custodians. All of our teachers are not considered highly qualified at this time; several are still in college. We were able to continue with 1 full time interventionist and a testing assistant with ESSR funds. Due to a deficit budget, we do not have a second grade interventionist and only a part time interventionist in fourth grade. Additionally, our campus Instructional Coach was relocated to Instructional Services.

Spring Lake Park continues to teach high quality instructional strategies and curriculum. After one year of Solution Tree training, we have identified our Essential Standards in ELAR, Math, Science and in Prek. Grade levels meet in weekly for PLCs to develop CFAs and discussion common results and strategies. Content bands meet once a six weeks to discuss common vocabulary, strategies, and develop CFAs to give on a common TEK. All teachers meet with the principal and assistant principal weekly to plan lessons using high yield strategies and student engagement activities. The district has provided Kagan training. We are on our second year with the entire campus participating. This school has been locally determined that needs TIER Three assistance. We work with a group of district leaders to discuss campus needs. Teachers are assigned mentors and help from district Instructional Coaches, as the need arises.

Spring Lake Park is a Leader in Me Lighthouse Campus. This year is a Lighthouse re-certification year. The campus will focus on direct teaching one day per week and indirect lessons throughout the rest of the week as part of daily instruction.

While our discipline numbers have mainly stayed the same, the types of behavior have become more serious. We have increased in disrespect, fighting, and more mental health issues. Our Behavior Interventionist saw over 350 students last year, many of them repeaters. This year we have changed some of our processes. We have emphasized Tier One behavior management, re-focus on what a BI can do, and implemented a school wide incentive program (Leader Bucks).

School Processes & Programs Strengths

Instructional Services provides and follows TEKS Resource which has a year long scope and sequence. In addition, IS and the district instructional coaches evaluate and develop CED (Curriculum Enhancement Documents) for every subject each six weeks. This helps all elementary campuses across the district with alignment. The campus recognized the need for more discipline and mental health awareness training and recruited an outside source for training. The counselor will be able to do more mental health awareness and bullying and suicide prevention. The teachers will focus on Leader and Me using their online curriculum and the campus developed Pacing Guide.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have 6 new teaching staff members that require training in all campus processes. **Root Cause:** Some departing staff have noted discipline as a reason for leaving.

Perceptions

Perceptions Summary

Spring Lake Park is in their sixth year of implementing the Leader in Me professional development program. In the 2020-2021 year Spring Lake Park was designated a Lighthouse School.

The 7 Habits of Highly Effective People and the process for embedding the habits are taught to staff members within the school community. Teachers and staff embed the 7 Habits throughout the school program, including instruction in core content areas. As a result, students acquire 21st century competencies essential for student success. Spring Lake Park embraces a culture where all individuals including students are given the opportunity to lead and view leadership as a choice as opposed to a position. Every student is provided with leadership tools that empower them to reach their individual potential. One such tool is student data notebooks where students use the notebooks to track their individual progress and expand self-awareness to identify personal strengths and weaknesses. The Leader in Me process requires teachers and administrators to encourage and support students in their leadership abilities. Teachers and staff confirm student's self worth and leadership ability which in turn inspires the students to see their own worth and leadership abilities and ultimately impacts the culture of the entire school. As a result, it is Spring Lake Park Elementary school's belief that the student's positive beliefs will ripple into the community. Additionally, staff members articulate to all stakeholders that the 7 Habits pertain to all individuals regardless of age, race, or gender and believe practicing these habits will transform the school culture and lead students to develop skills in leadership, accountability, adaptability, and problem solving. Teachers work through a process to create and teach weekly lessons informed by the habits and support with displays throughout the school walls and conversations in the classroom. Spring Lake Park places a high priority on finding ways to create a family and community friendly school environment. This year, newsletters will not only inform parents of school events, provide essential information, but help foster an important connection between stakeholders. Like the newsletter, the Tuesday folders promote a connection between the classroom and the home. Many school wide events are initiated to bring students and family members together including Muffins in the Morning and Coffee for Grandparents. Other such events as the Princess Ball and Gentleman's Ball provide opportunities for dads and daughters and moms and sons to enjoy a magical evening with each other dancing, tasting royal treats, and making lasting memories. This event is standing room only and a highlight of each year. The importance of parent participation and voice is highlighted in numerous ways. Other school events encouraging family participation include the annual 7 Habits Family Engagement nights, VIPS performances by every grade level and PJ's at the Park where Texarkana College and Texas A&M University attended to inform parents and students of the opportunities at our local colleges. Our May CQIC meeting indicated that parents are more likely to come to something fun than something to do with academics. The committee recommended adding academic things to the agenda before the fun activity begins. Additionally, a large display was placed in the cafeteria for parents to view. It gives the percentages of each grade level's participation in events. The highest percentage earns a prizes (popsicles during recess).

Spring Lake Park is a supportive and inviting place for students to learn and lead. The staff and students care for the environment of the school and are very proud of their surroundings. Spring Lake Park has the highest concern for student and staff safety. The school is enabled with video cameras and the Raptor system is used for checking students and parents in and out of school. All doors are locked and all visitors

must be buzzed into the building. Our foyer has been reconstructed to have a separate entry for visitors. Visitors use an AIPhone to contact the front office and are buzzed through after being viewed on the camera. We have a single point entry and exit for all staff in the building at the front entrance. We conduct weekly Access Point Walkthroughs and results are reported to the district and to TEA. Furthermore, a TISD police officer checks our doors daily and does frequent walkthroughs in the building.

During the 2022-2023 school year, the staff, students and parents took a Measurable Results Survey (MRA).

An overview of the scores are as follows:

Leadership: 71

Culture: 77, which is a 1 point increase from the previous year.

Academics: 82, a continued increase from 50!

Students commented during the survey that, “The school is good for me because I get good grades and they help me.” “Always be a leader and be a good leader in every classroom.” Parents commented, “It has impressed me concerning growing confidence in my baby to speak up. He shows pride in his achievements and addresses crowds with punctuality and directness. Growing and learning in a positive environment has made me very proud of who he is becoming and the values he presents. Staff had to say, “Academics and Attendance are key factors to school improvement.” "Discipline needs to be addressed. We are working hard in the classroom, we need help."

Perceptions Strengths

An AIPhone was added to the front entry.

A single entry and exit point was created at the front of the building for all staff and visitors.

Weekly Access Points walkthroughs implemented.

Electronic badges were dispersed to the staff, allowing them to use keyless entry to all outside doors.

Spring Lake Park is viewed as a welcoming and happy school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 13 parents completed the MRA. **Root Cause:** Lack of technology to answer the questions.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals





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

Performance Objective 1: Increase TPRI scores for students at the urgent intervention (assisted reading) level by May 2024 testing.

High Priority

Evaluation Data Sources: EOY TPRI results

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue with a Guiding Coalition Team and PLCs to evaluate student performance and progress in TIERS 1-3 in RTI.</p> <p>Strategy's Expected Result/Impact: 100% teachers participate in DATA meeting and implement recommendation of strategies for corrective instruction.</p> <p>Staff Responsible for Monitoring: Principal and Solution Tree Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a Collaboration Room for evaluation data in PLCs, Planning and Vertical Team meetings.</p> <p>Strategy's Expected Result/Impact: The impact is to increase TIER 1 instruction, RTI and WIN Time.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Continue with one interventionist serving third grade using ESSR funds.</p> <p>Strategy's Expected Result/Impact: Data based small group instruction based on TPRI, phonics, vocabulary development, fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Interventionists and Instructional Coach (provides training)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the number of decodable books for grades Kinder through third grade.</p> <p>Strategy's Expected Result/Impact: Increased fluency in basic reading.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Decodable Books - 193-PIC 30 - State Comp Ed, Title I-A, Schoolwide, TV and mount - 193-PIC 30 - State Comp Ed, Title I-A, Schoolwide</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: We will continue implementation of the TEKS Resource System curriculum (CEDs in Math and Reading) to improve student achievement as measured by performance 2022-2023 STAAR to increase 3% of each student subgroup in the meets standards category.

High Priority





Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide specialized time for vertical and horizontal alignment in math, reading and science.</p> <p>Strategy's Expected Result/Impact: The impact is expected to improve student achievement as measured by performance on the STAAR to ensure that more than 70% of each student subgroup meets standard.</p> <p>Staff Responsible for Monitoring: Admin, Teacher(s)</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 3: To address Targeted Instruction for ALL STUDENTS, students in grades 3-5 will set goals to make progress in math and reading.

Evaluation Data Sources: Leadership Binder





Strategy 1 Details	Reviews			
<p>Strategy 1: Change goals to progress goals. Track individual goals in Leadership Binders. Track classroom WIGS in the classroom on a scoreboard. Track grade level WIGS in the hallway scoreboards</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting Meets or Masters on STAAR test.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Students School Admin</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: All staff members will participate in Solution Tree PLC and Solution Tree RTI training during the 2023-2024 school year.

High Priority





Evaluation Data Sources: attendance in sessions, work on essential standards in science, CFA scores, WIN Time and RTI time.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Interventionists will attend weekly PLC meetings with data ready.</p> <p>Strategy's Expected Result/Impact: Development of CFAs, goal achievement, collaboration.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Campus Kagan Coaches will observe Kagan structures in the classrooms during the 203-2024 school year.





Evaluation Data Sources: Kagan Coaching Training
Kagan Coaching Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily Kagan practice in at least one subject. Strategy's Expected Result/Impact: Student engagement. Increased participation. Staff Responsible for Monitoring: Teachers.	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 3: Spring Lake Park will provided one to one devices (Digitize TISD) for all students by May 2024.

Evaluation Data Sources: check out forms
Google Classroom





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Google Classroom assignments as well as other instructional tools (Clever, Zearn) into their instructional planning.</p> <p>Strategy's Expected Result/Impact: Development of digitally savvy students. Increased engagement.</p> <p>Staff Responsible for Monitoring: Teachers</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 1: We will provide opportunities for parent and community members to participate in engaging student led activities during the 2023-2024 school year.

Evaluation Data Sources: Attendance at planned events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication via Newsletters sent home in Tuesday folders monthly that focuses on non-academic and academic events on campus.</p> <p>Strategy's Expected Result/Impact: The impact is expected to provide positive PR and increase public knowledge about events on a campus level.</p> <p>Staff Responsible for Monitoring: PR team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase attendance of multiple stakeholders on Leadership Day by allowing students to take initiative during the planning process.</p> <p>Strategy's Expected Result/Impact: The impact is expected to ensure 100% of students are able to actively lead and discuss their progress towards their goals.</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Plan at least 3 family and community events.</p> <p>Strategy's Expected Result/Impact: Influence the Paradigm of Education: Develop the whole person.</p> <p>Staff Responsible for Monitoring: Campus Admin Culture Action Team</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</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: Each grade level will participate in a school-wide academic family night to highlight best practices during the 2023-2024 school year.





High Priority

Evaluation Data Sources: sign in sheets, attendance in sessions.

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: Provide two opportunities for students to discuss their academic progress and goals during the 2023-2024 school year with an adult.

Evaluation Data Sources: participation in student led conferences, Leadership Day (sharing of notebooks), Principal Chat and Chew, Buddy Classroom Leadership Notebook sharing day. Pictures, certifications, signature forms in Leadership Notebooks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a student led conference where students discuss their academic and personal goals, progress, scores, and habits.</p> <p>Strategy's Expected Result/Impact: Develop ownership over their learning, Have meaningful conversations with an adult, parent or community member.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each student will participate in one Principal Chat and Chew during the school year.</p> <p>Strategy's Expected Result/Impact: Meaningful sharing of their notebook to a caring adult.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Administration.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Each student will share their leadership notebook with a student mentor in their "Buddy Classroom" every six weeks.</p> <p>Strategy's Expected Result/Impact: Students will share their Leadership Notebooks with a peer, either younger or older. Students will share goals and academic progress while developing a cross grade level mentor.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administrator, Lighthouse Coordinator</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>				

Campus Funding Summary

193-PIC 30 - State Comp Ed, Title I-A, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	TV and mount		\$0.00
1	1	4	Decodable Books		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,100.00
+/- Difference					\$12,100.00
Grand Total Budgeted					\$12,100.00
Grand Total Spent					\$0.00
+/- Difference					\$12,100.00

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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