

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



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 8
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 12
 - 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. 13
 - Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms. 16
 - 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. 17
 - Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs. 19
- Addendums 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Park Elementary is a neighborhood school that has proudly served our neighborhood students for over 100 years. We are a very diverse campus with two district programs, the RISE program and a one way dual language program. Our RISE program houses a fixed number of students that receive special services in order to be successful. Our bilingual program is a one way Spanish program which follows the Gomez and Gomez instructional model for language acquisition. This program has continued to grow yearly with 130 students currently enrolled.

We currently serve 397 students in grades Pre- kindergarten through 5th grade. Of the 397 students, 8.29% are Caucasian, 38% are African American, 49% are Hispanic, and 4.97% are classified as two or more races. 97.2% of our students qualify for free and reduced lunch and 40.61% are English Language Learners. Also, 87% of Highland Park students are considered At-Risk.

Capacity for enrollment is 440 students total with three sections of each grade level accepting up to 22 students in each section. We have sustained a fairly consistent enrollment throughout the years.

In order to serve our students, Highland Park is proud to employ a diverse staff consisting of 20 Caucasians, 10 African Americans, and 19 Hispanics including 5 males. We currently employ 18 classroom teachers and three activity teachers. We have two administrators, one Counselor, one Administrative Assistant, one Receptionist, one Health Aide, one Library Aide, seven Title 1 funded Instructional Aides, 1 Esser funded Behavioral Support member, four custodial staff members, and four child nutrition staff members.

Improving attendance is a consistent goal at HP. Due to Covid 19, and continuous mobility in educational services, our attendance rate for 2022-2023 was 94%.

Highland Park is fortunate in that we do enjoy a tremendous amount of support from our parents and community members. Local churches and student groups offer mentorship opportunities, school supplies, and many other generous donations in both time and tangible items for our students. Our parents are for the most part extremely supportive in the education of their children as evidenced by a consistent student attendance rate of 96.6%. However, attendance at many school events is lower due to parents working and other economical factors. We also tend to have a fairly high rate of mobility with our students at 25.7%

Most of our families are economically challenged. We have a lot of rental property, and a large section 8 apartment complex in our attendance zone. A large number of our students do not have parents at home in the evenings to assist them with school work. The parents who are at home can't offer much support in the area of academics due to the level of rigor of the work. Due to Covid, we have seen more regression and a larger gap in learning with our students. To support our students with more in class interventions at all grade levels, we requested a two paraprofessionals, both English and Spanish speaking, and an interventionist to assist with in class support.

We were able to get all three of the positions with ESSER funds. We also requested assistance for our Counselor so she would have more time to work with students. With ESSER funds, we were approved for a Testing Assistant to take some of the work load off our Counselor.

Demographics Strengths

Highland Park is a diverse campus where every student is appreciated and valued for their own strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We struggle to achieve Met Standards Ratings every year. **Root Cause:** 97.% of our students are identified as low socioeconomic and they do not enter school with important foundational skills. We have lacked the staff needed to support Response to Intervention as a means to close the gaps with our students.

Problem Statement 2: We have a high rate of mobility among our student population. **Root Cause:** Due to the low socio-economic status of our students, consistency in location is constant concern. Lack of stability between home and schools lead to an increase in behavior issues at school. As a result of ESSER funds, we were allowed to hire a Behavior Support Specialist to assist in the area as well.

Student Learning

Student Learning Summary

Because of tremendous growth this past year, HP received a "B" accountability rating for 2021-2022 with no identified Targeted Improvement. Based on staff observations and student performance on readiness tests, most students are not well prepared when they enter school. Upon data analysis by the CQIC committee, it was noted that student performance as documented by the Texas Primary Reading Inventory (TPRI), Circle, and STAAR results as well as staff observations is indicative of low performance by HP students. The potential to set higher goals to challenge them further is evident in their classroom performance. However, less than 20 % of our students in grades Kindergarten-second grade were considered to be at the Meets level on their TPRI End of the Year assessment during the EOY examination. Our campus had a target goal of 73% which we did not meet. We will keep the same goal for next year with the expectation of meeting and surpassing that goal.

In analyzing current STAAR data, it is noted that our STAAR scores definitely suffered. Our biggest deficit was the number of students in the Approaches category instead of the Meets. The current fifth grade scores are at 73% approaches in Reading and 73% approaches in Math. Our fourth grade students performed at 61% approaches in Math and 43% approaches in reading. We will administer RENSTAR and CFA assessments throughout the school year to make determinations regarding groups for intervention. For the 23-24 school year, we will use an ESSER funded Interventionist, along with our current Interventionist to address our literacy deficits through Tier III and new teaching pedagogy with the Gomez model to increase these scores.

We established a Campus Leadership Team called the "Guided Coalition" that has met and discussed campus performance and objectives. The team went through the root cause analysis process which involves data collecting, root cause identification, and making recommendations to prevent recurrences. Additionally, the root cause analysis was used to target opportunities for system wide improvement in the category of student achievement. Items brought forth in the conversation:

- Teacher preparation
- No longer accepting lower standard
- Specificity in teaching, what do you want them to know and be able to do
- increased student accountability and level of thinking
- Student attendance

Student Learning Strengths

Highland Park Elementary received a B rating due to growth on the Staar Assessment.

Highland Park Pre K students showed tremendous growth on the CLI Testing Instruments from the beginning of the year to the end in Syllables and Sounds. letter recognition, Vocabulary, Rhyme, and counting. Preliminary STAAR data showed results of increased achievement in 5th grade reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores significantly below standards in all areas **Root Cause:** Teachers must increase rigor and mastery of content rather than simply accepting lower passing standards.

Problem Statement 2: The all student group is seriously below the reading target and the math target. **Root Cause:** Learning loss due to lack of student mastery, Ineffective use of planning, and instructional delivery

Problem Statement 3: Highland Park's special education population has grown tremendously with Covid loss and mobility of students. **Root Cause:** Students are coming to school less prepared and with greater amounts of learning disabilities.

School Processes & Programs

School Processes & Programs Summary

In order to address student learning, Our grade levels have PLCs every week to discuss curriculum and instruction. As we are in year two of implementation the teams are tasked with learning to lead the work themselves with the help of an administrator and our monthly visits from our Solution Tree coach. During grade level PLCs we identify strengths and weakness and make plans to address the areas of weakness. We utilize our data to determine students requiring outside supports such as RTI small group pull outs and tutorials. We also use our data to determine teacher weaknesses and provide coaching on various instructional strategies. During these meetings led by administrators, teachers share strengths and growth areas from the latest assessment data. Teachers share best practices and encourage each other to continue growing in personal teaching abilities, as well as to meet our school wide goal of "80% of HP students will master their Big Rocks in Reading and Math." This has proven to be a very beneficial process we will continue throughout the current school year.

We are also implementing several pieces of the Gomez model into our general education classrooms. We believe that daily writing in both Math and Reading, in combination with our student pairs and Kagan, will increase our student achievement at HP.

Our classroom technology continues to grow. The district initiative to increase classroom technology continues this year with our recent implementation of our 1:1 Chromebook distribution. This allows student to increase learning time beyond the classroom walls.

After reviewing the campus attendance data, it has been noted that absences are becoming a major issue for our students. Our biggest deficits are in the Pre-kindergarten and Kindergarten grade levels. We intend to implement a strong incentive program at HP to encourage on time, school attendance.

Analyzed campus data also revealed several additional processes and programs to address: (1) an increase in instructional rigor, (2) integration of writing into all subjects, (3) increase our student performance in master's level content tests.

After meeting with the Guided Coalition and the Campus Quality Improvement Committee, we feel we can address the need for an increase in rigor through the integration of writing and a tighter vertical alignment in all subjects.

Additional information revealed through data:

- Teachers noted that they have the greatest need for professional development in Workstations, Technology, and Science.
- Teachers noted strengths in understanding the basic curriculum - the TEKS through the unwrapping process.
- Teachers need more training on implementing Reader's and Writer's Workshop.
- Teachers need more training on Math station implementation.
- Technology integration is a great need for our teachers.
- Teachers need more help in learning to increase rigor.
- Teachers would like release time to observe others teaching. Which has already started occurring this school year with every classroom teacher already visiting one classroom.

quickly discuss their focus for the week and share valuable information about the staff, students, and/or parents. We meet as needed throughout the week to discuss big rocks such as change of schedules, staff out, upcoming events, etc.

School Processes & Programs Strengths

Continued growth of staff ability to dissect data through grade level PLCs meeting each grading period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have experienced a lack of appropriate RtI and data analysis among teachers of student performance. **Root Cause:** We have had lowered expectations for student performance and not addressed student deficiencies as they arise.

Problem Statement 2: We saw a significant decline in students performing at the highest levels of achievement on STAAR this year. **Root Cause:** We believe teachers need more training on integrating rigorous activities to ensure student learning, not just teacher teaching.

Perceptions

Perceptions Summary

Highland Park is in their fifth year of implementing the *Leader in Me* professional development program and achieved Lighthouse status during the 2018-2019 school year and was proudly re-certified Lighthouse during the 2022-2023 school year. *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. HP 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 our data notebooks where students and staff use the notebooks to track their individual progress towards personal and academic goals as well as 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 Highland 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 daily lessons informed by the habits and support with displays throughout the school walls and conversations in the classroom.

Highland 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 for Mom, Do-Nuts for Dad, and Coffee for Grandparents. Other such events include our Family nights, Open House, Habit with a Twist, and Leadership Day. The importance of parent participation and voice is highlighted in numerous ways. A Find Your Voice mailbox is displayed in the front foyer of the building to encourage students and parents to communicate ideas or concerns.

Other school events encouraging family participation include the annual Fall Festival, Christmas Program, Art Show, and the VIP STAAR night where teachers inform parents on strategies to help their students succeed and prepare for the annual STAAR test which we plan to continue during the current school year.

A campus self-analysis needs assessment was given to all staff to assess the campus processes and programs. Survey results identified three school wide processes needing improvement: time to observe each other teaching, teacher voice, and family engagement (academic). The campus has worked hard at achieving these needs through scheduled learning walks, planned family night activities, and direction provided by the Guided Coalition.

Our MRA data from the Leader In Me Survey shows decline in all areas but staff satisfaction. HP focused on family involvement this past year and the data showed growth in this area in the school and family partnerships and family efficacy areas of 7A% and 2%. Student led achievement shows an area to focus on for the upcoming school year. All staff will participate in Gomez Lite training in August to hopefully help address this issue.

Staff Fullfillment and Staff Empowerment were also a positive area for Highland Park. Staff Fullfillment stayed at 87% and Staff Empowerment showed a 7% growth.

Another area we need to focus on is encouraging our students to believe in themselves. The most alarming piece of the MRA survey is in the area of growth mindset. 54% of students believe they can learn new things, but can't change their basic intelligence and only 49% believe their intelligence is something they have the power to change. We are going to have to do a better job motivating our students and encouraging them to believe in themselves. We need to show them they have the power to change their intelligence and teach them the strategies needed to improve their academics such as setting goals and having deep conversations about the steps that are in their control to reach their goals and then give them the opportunity to utilize those steps and actions for goal attainment.

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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback





Goals

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

Performance Objective 1: 80% of all HP students will master their "Big Rocks" of Math and Reading by May 24, 2024.

High Priority





Evaluation Data Sources: CFA Data, Big Rock Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Student data on each big rock will be entered into the grade level spreadsheet for analysis during collaborative meetings. Student needs will be addressed through WIN time intervention.</p> <p>Strategy's Expected Result/Impact: mastery of essential TEKS</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</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: With a focus on balanced literacy, Kinder-2nd grade will have 73% of all students developed on TPRI by May 19 2024.

Evaluation Data Sources: TPRI Data





Strategy 1 Details	Reviews			
<p>Strategy 1: 1.Solution Tree PLCs: All teachers will participate in data review PLCs weekly.</p> <p>Strategy's Expected Result/Impact: During each data review meeting, we will compare the current data to the campus performance objectives. If students are failing to meet the objectives, interventions will be planned.</p> <p>Staff Responsible for Monitoring: Administration/Academic Action Team</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide comprehensive, intentional planning time for each grade level weekly with instructional coaches and team members.</p> <p>Strategy's Expected Result/Impact: Intentional planning of instruction and activities will increase student achievement in all areas.</p> <p>Staff Responsible for Monitoring: Instructional coaches</p> <p>Additional Targeted Support Strategy - Results Driven Accountability</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: In the all students category, HP students will move from 30% Meets on STAAR Reading and Math to 50% Meets by May 2024.

High Priority





Evaluation Data Sources: CFA Data, Benchmarks/Interim, STAAR Test

Strategy 1 Details	Reviews			
<p>Strategy 1: CFA and Benchmark data will be routinely analyzed and intervention given during WIN time for all student mastery of Reading and Math Essential Skills.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of TEKS, Test score increase.</p> <p>Staff Responsible for Monitoring: Cross</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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 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 4: We will go from a score of 78 to a score of 85 in Leader In Me's Student Led Achievement Measurable Results target area by spring 2024.





Evaluation Data Sources: TPRI, STAAR, TKEA, LIM MRA

Strategy 1 Details	Reviews			
<p>Strategy 1: All classrooms will exhibit and implement Leader In Me's instructional efficacy through the Gomez classroom elements and Kagan structures using student-generated alphabets, displayed student work, student pairs, and seating arranged to promote interactive/group lessons (MRA: Instructional Efficacy).</p> <p>Strategy's Expected Result/Impact: Students will exhibit increased test scores.</p> <p>Staff Responsible for Monitoring: Leadership Action Team/Grade Level Team Leaders</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will increase Leader In Me's instructional efficacy by adhering to the Gomez lesson plan cycle through limited "direct instruction" no more than 15-20 minutes, following instruction with group and individual accountability, lessons going beyond comprehensive level of Blooms' Taxonomy, instructional grouping, and hands on meaningful learning through the use of visual objects (MRA: Instructional Efficacy).</p> <p>Strategy's Expected Result/Impact: Increased student performance in all content areas as evidenced by unit assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In order to increase problem solving capacity of student led learning in all content areas, makerspace items such as problem based learning kits will be purchased to facilitate independent student reasoning and problem solving.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all content areas as evidenced by six weeks assessments, cfa's, benchmarks/interim, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</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 go from a score of 80 to a score of 85 in Leader In Me's Student Engagement Measurable Result Assessment target area by spring 2024.





Evaluation Data Sources: Student Leadership Notebooks
 DEAL Time lessons
 MRA

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will feel excited to learn and will actively work towards their growth goals (MRA: Learning Engagement).</p> <p>Strategy's Expected Result/Impact: Students will exhibit improved student leadership capacity and decrease discipline and behavioral issues</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During DEAL time, students will take responsible for their actions, make goals, and persist even when things are difficult through direct social emotional learning lessons (MRA: Personal Effectiveness).</p> <p>Strategy's Expected Result/Impact: improved student leadership capacity and decreased discipline/behavioral issues.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Leadership Action Team</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Through intentional student voice, opportunities for expression, and increased student leadership roles, students will feel emotional and socially engaged (MRA: School Belonging).</p> <p>Strategy's Expected Result/Impact: improved student leadership capacity and decreased discipline/behavioral issues.</p> <p>Staff Responsible for Monitoring: Culture Leadership Team</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>				

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 2024, All staff will incorporate a variety of Kagan strategies, Gomez strategies, small group instruction through WIN time, and Leader In Me strategies into daily classroom instruction.





Evaluation Data Sources: Documentation of visits including teacher names and dates.

Strategy 1 Details	Reviews			
<p>Strategy 1: Routine implementation of Professional Learning Communities (PLC) and Lesson Planning so as to increase teacher collaboration and the quality of instruction. Utilization of CFA data disaggregation documents and edugence data to guide the collaboration and improve the delivery of instruction</p> <p>Strategy's Expected Result/Impact: Weekly participation and evidence of increased collaborative planning on a monthly basis in an effort to improve instructional strategies and the overall delivery of instruction. Active participation and engagement during PLC/s.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for teachers to observe other teachers; mentor teachers model lessons and/or strategies for improved practice.</p> <p>Strategy's Expected Result/Impact: Encourage teachers to learn from one another via increased opportunities to observe one another and acquire instructional strategies that will enhance student learning.</p> <p>Staff Responsible for Monitoring: Cross</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: We will go from a score of 82 to a score of 88 in Leader In Me's Staff Satisfaction Measurable Result Assessment target area by spring 2024.





Evaluation Data Sources: MRA, professional development survey, staff meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers feel empowered to take the lead in school improvement efforts by using voice and choice (MRA: Staff Empowerment).</p> <p>Strategy's Expected Result/Impact: Staff will exhibit increased leadership capacities and increased content expertise.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will model the 7 Habits of Highly Effective People through their interactions with staff and students (MRA: Staff Social/Emotional Teaching Readiness).</p> <p>Strategy's Expected Result/Impact: Staff will exhibit increased self-efficacy (habits 1-3) and positive professional relationships by increased collaboration.</p> <p>Staff Responsible for Monitoring: Leadership Action Team</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: We will go from a score of 65 to a score of 75 in Leader In Me's Family Involvement Measurable Result Assessment target area by spring 2024.





Evaluation Data Sources: parent sign-in sheets, community partnership logs (VIPS), Raptor logs, MRA

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will remove barriers that keep parents and guardians from engaging with the school through communication in both languages and diversifying school events (MRA: Barriers to Engagement).</p> <p>Strategy's Expected Result/Impact: The school will exhibit increased community involvement evidenced by family engagement, business partnerships, and community partnership.</p> <p>Staff Responsible for Monitoring: Leadership Action Team,</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will provide Leader In Me family nights, student-led conferences, and grade level curriculum nights. (MRA: Family Efficacy).</p> <p>Strategy's Expected Result/Impact: Parents will feel confident in their ability to support their child's whole person development.</p> <p>Staff Responsible for Monitoring: Grade Level Teams/Leadership Action Team</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: We will go from a score of 53 to a score of 70 in Leader In Me's Whole Person Wellness Measurable Result Assessment target area by spring 2024.

Evaluation Data Sources: increased attendance, increased school service projects.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will maintain the student pantry to meet our student's fundamental needs and remove potential barriers to school attendance.</p> <p>Strategy's Expected Result/Impact: improved attendance, healthier students.</p> <p>Staff Responsible for Monitoring: Student Lighthouse team</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>				

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

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