

**Texarkana Independent School District**  
**Highland Park Elementary**  
**2024-2025 Campus Improvement Plan**



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# 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 diverse campus that also serves a high population of Spanish-speaking students through a one-way bilingual program that follows the Gomez and Gomez Enrichment program. Students focus on developing academics and language acquisition. Our bilingual program has continued to grow yearly with approximately 180 students currently enrolled.

We currently serve 436 students in grades Pre-kindergarten through 5th grade. Of the 436 students, 7.57% are Caucasian, 38% are African American, 56% are Hispanic, and 4.97% are classified as two or more races. 97.2% of our students qualify for free and reduced lunch and 41.6% are English Language Learners. Also, 85.61% of Highland Park students are considered At-Risk.

Enrollment capacity 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 in our general education classrooms throughout the years. This year we will add additional 1st and 2nd grade bilingual classrooms to accommodate the increase in our Hispanic population.

In order to serve our students, Highland Park is proud to employ a diverse staff consisting of 18 Caucasians, 15 African Americans, and 19 Hispanics including 6 males. We currently employ 24 classroom teachers, 2 activity teachers, 2 interventionists, and 2 Special Education teachers. We have two administrators, one Counselor, one Administrative Assistant, one Receptionist, one Health Aide, eight Title 1 funded Instructional Aides, one Computer Lab Aide, one Behavioral Support member, one school marshal, four custodial staff members, and four child nutrition staff members.

Improving attendance is a consistent goal at HP. Our attendance rate for 2023-2024 was 93.1%.

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 of the education of their children as evidenced by a consistent student attendance rate of 93.1%. However, attendance at many school events is lower due to parents working and other economic factors. We also tend to have a fairly high rate of mobility with our students at 19.5%

Most of our families are economically challenged. We have a lot of rental property, a and 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 schoolwork. The parents who are at home cannot offer much support in the area of academics due to the level of rigor of the work. 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 an additional paraprofessional.

Highland Park has experienced a large increase in our Hispanic population. Students are coming to us with very little educational experience. This causes huge deficits in their learning and requires much intervention to address not being on grade level. We have increased our bilingual classrooms by adding two new bilingual teachers to keep the class size to no more than 22 students.

### 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.

# Student Learning

## Student Learning Summary

Highland Park received a "D" accountability rating for 2023-2024. 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. We will utilize IXL and CFA assessments throughout the school year to make determinations regarding groups for intervention. For the 24-25 school year, we will use new reading and math curriculum, SAVVAS and Eureka respectfully, 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.

The Campus Leadership Team called the "Guided Coalition" 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

Staff at Highland Park have been trained with Solution Tree. They have gone through two years of training 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. Teachers are going to focus on behavior and WIN time strategies and all students will participate in WIN time daily.

## 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

# 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 three 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 weaknesses and make plans to address the areas of weakness. We utilize our data to determine students requiring outside support such as RTI small group pullouts 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 all Content Areas, in combination with our student pairs, and Kagan structures, will increase our student achievement at HP.

Our classroom technology continues to grow. The district initiative to increase classroom technology continues this year with the recent implementation of our 1:1 Chromebook distribution. This allows students 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. 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) an increase in our student performance in meets and masters 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.

The leadership team is composed of the principal, assistant principal, two interventionists, and a counselor. Our Friday LT (leadership team) meetings are held weekly for the team to 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 changes in 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 and 2023-24 school years. *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 allowed 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 potential. One such tool is our data notebooks where students and staff use the notebooks to track their 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 students' self-worth and leadership ability which in turn inspires the students to see their worth and leadership abilities and ultimately impacts the culture of the entire school. As a result, Highland Park Elementary School believes 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, and provide essential information, but also 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 a 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 68% and 73%. 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 Fulfillment and Staff Empowerment were also a positive area for Highland Park. Staff Fulfillment 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 allow them to utilize those steps and actions for goal attainment.



### **Perceptions Strengths**

Highland Park is a friendly campus that develops the leadership capacity of all students through Leader In Me.

There is a high level of staff fulfillment at Highland Park.

# 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:** Highland Park will focus on student growth and progress goals and improving behaviors through a variety of methods by May 2025.

**High Priority**

**Evaluation Data Sources:** CFA Data, Big Rock Tracker, PLC meetings

**Summative Evaluation:** Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> mastery of essential TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.Solution Tree PLCs: All teachers will participate in weekly PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration/Academic Action Team</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Materials will be purchased for summer learning and integrated into tier 1 instruction in the fall, as well as tier 2 and 3 intervention for all students' mastery of reading and math essential skills--accountability for teachers and students for every unit assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing reading and math learning gaps K-5 and increase student mastery of TEKS. All test scores and screeners to increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement Live School as a means to improve behavior through the use of a point system.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced % of behavior intervention by BI and discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administration will complete 1 walkthrough per 6 weeks on every teacher during WIN time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in monitoring of teacher expectations</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assist. Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will implement 60 minutes of WIN time each day as reflected on the master schedule (30 math/30 reading)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting Meets or Masters on STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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 2:** We will go from a score of 79 to a score of 85 in Leader In Me's Academic Self-Efficacy Measurable Results target area by spring 2025.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will exhibit increased test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Action Team/Grade Level Team Leaders</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student performance in all content areas as evidenced by unit assessments, benchmarks, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Teachers will implement Eureka Math and Savvas Reading, as well as McGraw Hill Science by May 2025.

**High Priority**





**Evaluation Data Sources:** Assessment data  
Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be provided with professional development and will implement new Math, Science and Reading curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact is expected to improve student achievement as measured by performance on unit assessments, benchmarks, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** We will go from a score of 77 to a score of 82 in Leader In Me's School Climate Measurable Result Assessment target area by spring 2025.

**Evaluation Data Sources:** Student Leadership Notebooks  
 DEAL Time lessons  
 MRA





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students feel confident in their ability to set and accomplish their goals (MRA: Empowered Learners). During DEAL time, students will take responsibility for their actions, make goals, and persist even when things are difficult through direct social emotional learning lessons (MRA: Student Goals).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit improved student leadership capacity and decrease discipline and behavioral issues</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through intentional student voice, opportunities for expression, and increased student leadership roles, students will feel emotional and socially engaged (MRA: School Belonging).</p> <p><b>Strategy's Expected Result/Impact:</b> improved student leadership capacity and decreased discipline/behavioral issues.</p> <p><b>Staff Responsible for Monitoring:</b> Culture Leadership Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 2:** All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

**Performance Objective 2:** Through analysis of behavior data, the committee determined a need for positive behavior supports as well as intervention at HP. As a result, HP researched a program to bring together school wide expectations and rewards for positive choices called Live School. Students may earn various rewards both tangible and intangible through accumulation of points that may be redeemed in our school store.





**Evaluation Data Sources:** Office Referrals, Live School data, behavior intervention data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement Live School as a means to improve behavior through the use of a point system. <b>Strategy's Expected Result/Impact:</b> Reduced % of behavior interventions by BI and discipline referrals <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Highland Park will increase student engagement in the classrooms through the implementation of Kagan structures by May 2025.





**Evaluation Data Sources:** Kagan Coaching Walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kagan coaches and administrators will conduct student engagement coaching with each teacher 1 time per month.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater use of Kagan strategies and increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** Highland Park will implement IXL daily in the in all subjects by May 2025.





**Evaluation Data Sources:** IXL Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement 20 minutes of IXL learning per subject into their instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased practice for students in digital environment, and increase in student performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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 go from a score of 80 to a score of 88 in Leader In Me's Staff Voice Measurable Result Assessment target area by spring 2025.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers feel empowered to take the lead in school improvement efforts by using voice and choice (MRA: Staff Empowerment).</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will exhibit increased leadership capacities and increased content expertise.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Staff will exhibit increased self-efficacy (habits 1-3) and positive professional relationships by increased collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Action Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 73 to a score of 83 in Leader In Me's Family Involvement Measurable Result Assessment target area by spring 2025.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will provide Leader In Me family nights, student-led conferences, and grade level curriculum nights. (MRA: Family Efficacy).</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel confident in their ability to support their child's whole person development.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teams/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 2:** We will go from a score of 79 to a score of 84 in Leader In Me's Positive Wellbeing Assessment target area by spring 2025.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and staff will maintain the student pantry to meet our student's fundamental needs and remove potential barriers to school attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> improved attendance, healthier students.</p> <p><b>Staff Responsible for Monitoring:</b> 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;">  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 4:** Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

**Performance Objective 3:** Highland Park will implement and promote school to home engagement to increase communication by May 2025.

**Evaluation Data Sources:** Talking Points data reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will implement the use of Talking Points as a universal engagement platform to build staff capacity and promote best practice family engagement through school to home communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased absences, increased student performance, increased communication between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> <li>● Recidivism rates</li> </ul>	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.
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>● Evaluation – every two years</li> </ul>	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

<b>5. Dropout Prevention</b>	TEC 11.252		The school will follow Board Policy EHBC.
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Mindy Basurto	
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● District-wide procedures for campuses, as applicable</li> </ul>		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> </ul>	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"> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p><b>11. Sexual Abuse and Maltreatment of Children</b></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><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	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><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> </ul> </li> </ul>	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"> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul>	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	Shawn Davis	Board Policy DMA(Legal)
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	Holly Tucker	
<p><b>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>• <b>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;</b></li> <li>• <b>Age-appropriate, research-based anti-victimization programs for students;</b></li> <li>• <b>Actions that a child should take to obtain assistance and intervention; and</b></li> <li>• <b>Available counseling options for affected students.</b></li> </ul>	<p>Education code 38.0041</p>	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
<p><b>17. College and University Admissions and Financial Aid (All grade levels)</b></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><b>18. Comprehensive School counseling Program that includes:</b></p> <ul style="list-style-type: none"> <li>• <b>A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;</b></li> <li>• <b>A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's</b></li> </ul>	<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"><li>• 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</li><li>• 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.</li></ul>			
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