Texarkana Independent School District

Theron Jones Early Literacy Center

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Theron Jones is a K-2, Title 1 School in Texarkana ISD. The student population at Theron Jones, reflects the demographics of the neighborhood surrounding the school. During the 2023-24 school year, we had a 98.53% economically disadvantaged population of students, which is considerably higher than the district average of 76.4% and the state average of 60.6%. In addition to that, our mobility rate was 21.1 percent. The student enrollment for the 2023-24 school year is 341 students. The ethnic distribution of this campus is 77.71% African-American, 11.73% Hispanic, 4.11% White, .59% Asian and 5.57% are 2 or more races. Of the total number of students enrolled on campus, 247, or 72.43 percent are classified as at-risk.

In order to serve our students during the 2023-24 school year, we employed a total of 77 staff members. These staff members are made up of 24 classroom teachers, 2 sped teachers, 5 full time interventionist, 1 part-time interventionist, 14 instructional aides, 2 campus administrators, 1 counselor, 3 office staff, 1 health aide, 1 library aide, 1 ISS aide, 2 behavior support specialist, 3 special areas teachers, 3 special areas instructional aides, 1 ACE coordinator, 4 child nutrition worker and 4 custodial workers. We also share the following staff members with other campuses: 1 speech teacher, 1 dyslexia therapist, 1 diagnostician, 1 504 coordinator and 1 ESL teacher. The demographic data of the core teaching staff is 50% African American, 12% Hispanic and 38% White. We had 96.1% female staff members. In addition to this 19% of teachers were beginning teachers. 46.1% of teachers had one-five years of experience and 13.4% of teachers had 6-10 years of experience. 6.3% of teachers had 11-20 years of experience. Staff retention is critical at a high needs campus such as Theron Jones Early Literacy Center. The district and campus administration works together to reach the staff retention goal.

6.78% of the student population are English Language Learners. The needs of these students are addressed by ESL certified teachers with the support of a district ESL teacher. There are currently 26 students who are served by our special education staff and are receiving consultative, collaborative and/or specialized services. 7.6 percent of our student population is serviced under Section 504. These students are mainly diagnosed with dyslexia, Attention Deficit Hyperactivity Disorder, and Oppositional Defiance Disorders. We had one student who received GT service throughout the school year. Many of our students had the privilege of attending our ACE program after school and during the summer. This is an opportunity to receive additional academic support and enrichment activities.

In addition to our special populations, many of our students present challenging behavioral issues due to their home environments and trauma. Due to the fact that many of our teachers are fairly new to the profession, our demographics can present challenges for effective classroom management. To help with this challenge, our district provided funding for 2 behavior interventionists several years ago. These interventionists work with a district behavior specialist to help provide students with strategies to manage their behavior in class. Our behavioral referrals have been on a steady decline in recent years, and the behavior interventionists are part of that positive change.

In addition to our behavior specialist, and our "Leader in Me" program which supports social emotional learning, we will implement "Live School" as behavioral management token economy tool. It's our hope that this tool will help decrease incidents of negative behaviors by rewarding the positive behaviors.

Many of the children are being raised by single parents, grandparents or even great-grandparents. Even though some of our families face challenges, they are very supportive of their children and our school. Our parents have many opportunities to participate in our school sponsored events. We will continue our efforts to build the home/school partnership by inviting parents to become active participants in their child's education. Volunteers play a crucial role at Theron Jones. Our campus VIPS coordinator, Annette Daniels, fosters an inviting atmosphere for volunteers. This year, several volunteer groups will work with our students, including the Granny Pack, Girl Scouts and Texas High School students,

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

A 7.08% of students are identified as ESL students. Students that are ESL are assigned to a classroom that has a teacher with an ESL endorsement. Some of the ESL students also receive extra support from a district ESL teacher. We do not have bilingual classrooms on our campus.

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

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

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

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

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

Reading and Math.

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We anticipate a large number of student will come this year with Covid learning gaps. Approximately half of our students began the 2020-21 school year virtual and many remained virtual for the entire school year. In addition to the earlier shut down of the 2019-20 school year. ESRR funds will be used to put varies items in place to assure student and staff safety. **Root Cause:** Parents kept students home because they worried about their safety at school.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instructional focus at Theron Jones Early Literacy Center is guided by the TEKS Resource System, which serves as the framework for all instructional planning. At the beginning of each school year, teachers align the Year at a Glance (YAG) with the district calendar to ensure that the number of days in each unit matches the available teaching days. They then create their own grade level calendar to guide their planning and assure the team is aligned. Once this reconciliation is complete, teachers utilize various resources, including Instructional Focus Documents, Vertical Alignment Documents, TEKS Clarification Documents, and Enhanced Clarification Documents for mathematics, to plan instructional lessons within each content area.

Our staff believes in possessing strong instructional knowledge and utilizing research-based practices to achieve high academic results. The district provides instructional planning days and the campus has intentionally scheduled PLC time, allowing teachers to analyze and disaggregate pertinent data to determine the needs of individual students. This process helps identify mastered content, standards needing reteaching, and methods for remediation and extension. This information is used in weekly team planning meetings, where teachers discuss strategies for lessons and assessments to evaluate student mastery.

End-of-grading-period assessments aligned to the TEKS Resource System are administered following the instruction of a specific set of TEKS in 2nd grade. Needs assessments have revealed instructional gaps between grade levels and classrooms, and utilizing a vertically and horizontally aligned curriculum helps minimize these gaps. The implementation of the Common Instructional Framework, which includes seven components such as student-friendly learning objectives, engaging instructional strategies, and assessments/evidence of learning, provides a common language and consistency across classrooms and the district.

To fill vacancies with qualified staff, Theron Jones utilizes an Interview Committee consisting of the campus Principal, Assistant Principal, Counselor, and Lead Teachers. During the interview process, we assess applicants' qualifications and their fit for our campus. Candidates may teach a lesson in one of our classrooms if possible. New staff members are assigned campus mentors, and feedback is provided to support individual growth. Professional development is offered to support staff's continued growth. Instructional leaders provide feedback, help find resources, and assist with lesson planning to help build teacher capacity.

Professional development that is ongoing, job-embedded, and authentic is essential. Our teachers have received training in LETRS, Phonics, Guided Reading, and writing to support our District Literacy Initiative. They have also participated in Math, Science and Kagan training. During the 2024-25 school year, training will address needs revealed in our yearly district PD survey. We have provided trauma training for behavior intervention strategies and will continue as needed. Additional training in Phonics, Small Groups, read-alouds, and workstations will be provided. Teachers will collaborate with Instructional Services Content Coordinators and administrative staff to plan and implement effective, engaging lessons using the provided training.

To retain high-quality teachers, we provide ample support from administrators and peers. New teachers are paired with campus mentors who offer guidance and answers to questions. Collaboration among teachers is encouraged, with teams planning high-quality, engaging lessons and analyzing data to make effective decisions about student growth. We are proud of the positive environment at Theron Jones and are committed to continuously improving our communication and support system.

Thanks to a Dyslexia grant, a group of teachers and district admin attended Confratute at UCONN, learning about the School-wide Enrichment Model (SEM). We began Enrichment Clusters on our campus, exposing students to a variety of rich learning experiences based on their interests. This has also been a great avenue for introducing CTE content to our students. We will continue SEM Clusters during the 2024-25 school year.

Implementing 1:1 technology has enhanced student learning and introduced 21st-century skills, providing additional avenues to close the achievement gap. Each classroom has enough Chromebooks for every student. These devices facilitate whole group instruction, workstations, and small group instruction. They will also be used with our implementation of IXL this year. Our students also learn basic technology skills such as keyboarding, creating, and saving documents, and coding when they visit the computer lab weekly.

We encourage open and honest dialogue with stakeholders for continued academic and campus improvements. We have several campus teams which consist of staff who serve in various roles on campus: Leadership Team, Staff LighthouseTeam, Guiding Coalition and Action Teams involve all staff in various decision-making aspects of the school. Parents provide input during monthly parent involvement workshops, CQIC meetings, and Parent Lighthouse Team meetings.

Theron Jones School receives district support in various ways. We are provided with adequate supplies and resources for our teachers and students. District instructional teams offer extensive support in instructional strategies, data collection, and instruction planning. Math and English Language Arts specialists are available to model lessons and support curriculum planning and instruction. District instructional coaches on campus support teachers with curriculum concerns and classroom management strategies. Our campus Principal and Assistant Principal are always available to assist with campus needs.

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Over the past few years, Theron Jones has been actively transforming the climate, culture, and perception of our campus. Our school resides in a well-maintained building that is bright and clean, fostering an optimal learning environment. The community takes pride in our school, supported by many parents and community members who are becoming more actively involved.

A pivotal initiative driving our progress is Leader in Me, which we adopted in the 2015-16 school year. This program integrates the 7 Habits of Highly Effective People into every aspect of school life. Our teachers and staff teach these habits during Leadership Academy and throughout the curriculum, enhancing social-emotional learning. Additionally, our Environmental Action Team enriches our environment with leadership quotes and positive messages, motivating our students and staff. We celebrate achievements and set goals across campus, empowering stakeholders through initiatives like Staff, Parent, and Student Light Teams. Achieving Leader in Me Lighthouse status in 2018-19 was a significant milestone, and we continue striving for improvement based on feedback from our annual MRA surveys.

Recent surveys conducted in 2024 among parents, students, and staff highlighted our strengths and areas for growth. Staff and parents agreed that students are taking responsibility for their actions and emotions and prioritizing the things that are most important. Students are also building positive relationships through understanding, communicating, and valuing the difference they see in others. Students indicate that they feel safe at school, their teachers like them and their teachers are proud of them. Teachers find their work meaningful and fell valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their roles.

Surveys also indicated that we are making gains in the area of school and family partnerships. Teachers indicated more parents are engaging as partners in their child's learning. Partnerships with community members, such as Heritage Church, Kohls, the Patterson family and Genesis Prime Care to further enrich our school community through donations, volunteerism, and educational support. Looking ahead, we aim to expand our network of business and community partners to provide students and families with more sources of support and learning.

At Theron Jones, we strive to keep our families, staff, and stakeholders well-informed about student performances, academics, and other activities through newsletters, Facebook, Class Dojo and our school's Blackboard system. Our school is a place where we have a strong sense of belonging—TJ truly feels like a second family. Together, we are dedicated to making Theron Jones an even better place to learn and grow.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Problem Statement 3: Teacher retention is an ongoing issue.   **Root Cause:** Teachers struggle to manage classrooms filled with students who are victims of generational poverty who have backgrounds filled with trauma and instability. Adding Instructional Aides to the first and second grade classrooms should assist with their issue.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

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

Goals

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

Performance Objective 1: By June 2025, 75% of all students will master 80% of skills practiced in IXL for grades K-2 in reading and math.

    Evaluation Data Sources: Kindergarten TX-KEA and ESGI data ; TPRI data grades 1-2; IXL K-2 reading & math data

Strategy 1 Details		Reviews			
Strategy 1: All students will utilize IXL at least 2 times per week in reading grades K-2 for 20 minutes per day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills. **Staff Responsible for Monitoring:** Principal or AP **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Subscription for ESGI - 211 - Title I, Part A - $2,000		**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: All students will answer at least 30 questions in reading per week using IXL.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade level and above skills. **Staff Responsible for Monitoring:** Principal or AP **Title I:** 2.4, 2.5, 2.6		**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details				Reviews			
Strategy 3: All students will show mastery of 80% of reading and math skills practiced in IXL per week.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in reading and math on the state assessment by decreasing student gaps and building grade level and above skills. **Staff Responsible for Monitoring:** Principal or AP **Title I:** 2.4, 2.5, 2.6				**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details				Reviews			
Strategy 4: All students will track their lead measures to show their progress towards meeting their goal. By the end of the first semester, 100% of Theron Jones students will celebrate their growth by ringing the bell at least one time.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will take ownership of their own learning. **Staff Responsible for Monitoring:** Achieve Goals Facilitator **Title I:** 2.4, 2.5, 2.6				**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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: In order to more closely align academically to WL and to make a smoother transition between 2nd and 3rd grade, Theron Jones and Westlawn teachers and admin will partner with Ed Direction.

    Evaluation Data Sources: Academic data, observations, staff surveys

Strategy 1 Details				Reviews			
Strategy 1: Work in collaboration with WL and Ed Direction to establish common routines and procedures for classrooms.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Having common routines and procedure already established will create consistency when transitioning to WL.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin							
Title I: 2.4, 2.5, 2.6							

Strategy 2 Details				Reviews			
Strategy 2: Work in collaboration with WL and Ed Direction to align academic vocabulary and teaching strategies.				**Formative**			**Summative**
Strategy's Expected Result/Impact: This will increase the academic performance of our students.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin							
Title I: 2.4, 2.5, 2.6							

Strategy 3 Details				Reviews			
Strategy 3: 2nd grade teachers and admin will participate in campus visits, classroom observations, data review and onsite PD sessions. There will also be weekly coaching sessions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Gain knowledge that will lead to growth in our students.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin							
Title I: 2.4, 2.5, 2.6							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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: Theron Jones will achieve a letter grade of a C in academic achievement (as compared to STAAR) using grading period assessments.

    Evaluation Data Sources: Grading Period Assessments, ESGI, formal, informal assessments, TXKEA

Strategy 1 Details	Reviews			
Strategy 1: We will increase student performance in math by creating common formative assessments for each unit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will use data to plan reteaching or intervention opportunities to close gaps. **Staff Responsible for Monitoring:** Principal or Assistant Principal	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Interventionist will align teaching to grade level content and track progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student gaps in reading and math will close at a quicker rate. **Staff Responsible for Monitoring:** Principal or Assistant Principal **Title I:** 2.4, 2.5, 2.6	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: We will have 55% or above of students in 2nd grade reading independently on both stories and developed on both stories in comprehension.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students reading and comprehending on grade level. More prepared to take STAAR in 3rd grade. **Staff Responsible for Monitoring:** Achieving Goals Facilitator **Title I:** 2.4, 2.5, 2.6	**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use WIN/RTI time to ability group students to intentionally target student's skill deficits or to extend skills for reading and math. They will share students as needed and these groups will continue to change based on student needs.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reaching all students to close academic gaps and extend learning. **Staff Responsible for Monitoring:** Principal or Assistant Principal **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Manipulatives and supplies for small group instruction - 211 - Title I, Part A - $1,000, ESGI Program - 211 - Title I, Part A - $2,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: By May 16, 2025 , we will create a safe environment for student learning by maintaining or decreasing the number of campus-wide discipline referrals per grading period from the previous year.

    Evaluation Data Sources: Discipline data from TEAMS & Live School
    Behavior referrals
    BI documentation

Strategy 1 Details	Reviews			
Strategy 1: Consistent implementation of our Campus-wide Expectation Plan that is based on the principles of Leader in Me.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Having consistency with the campus expectations and procedures will reduce discipline.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal				

Strategy 2 Details	Reviews			
Strategy 2: Consistent implementation of the district Behavior Referral Process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Having teachers consistently addressing behaviors that are classroom managed will decrease behavior issues.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal				

Strategy 3 Details	Reviews			
Strategy 3: The Behavior Support Specialists and Counselor will intervene with individual students and small groups to teach a variety of behavioral intervention strategies. The ISS Aide will teach social skills lessons while students are in recovery.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By using a variety of behavioral intervention strategies, students will learn to use positive behaviors to decrease negative behaviors.				
Staff Responsible for Monitoring: Assistant Principal				

Strategy 4 Details	Reviews			
Strategy 4: Admin will meet the Behavior Support Specialists once a grading period to review discipline data to look for trends and create plans to intervene as needed.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This will decrease the need for reactive intervention.				
Staff Responsible for Monitoring: Assistant Principal				

Strategy 5 Details	Reviews			

Strategy 5: We will use "Live School" as a token economy to motivate students to make positive leadership choices. They will be able to cash in their points at the Leadership Store.
    Strategy's Expected Result/Impact: This will help to increase positive choices and decrease behavior referrals. This will also help our 2nd grade students with the transition to 3rd by using the same system as Westlawn.
    Staff Responsible for Monitoring: Assistant Principal
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: Live School program - 211 - Title I, Part A - $3,168
	Formative			**Summative**

	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 2: By May 16, 2025, we will increase engagement in our learning environment by implementing cooperative learning structures in our classrooms.

Evaluation Data Sources: Walkthroughs/Evaluations
Kagan Coaching forms and schedules

Strategy 1 Details				Reviews			
Strategy 1: Teachers will embed a variety of cooperative structures into their daily lesson plans to increase student engagement in the classrooms across the campus.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: More students will be excited to come to school to learn. Increase academic growth. **Staff Responsible for Monitoring:** Principal or Assistant Principal **Title I:** 2.4, 2.5, 2.6							

Strategy 2 Details				Reviews			
Strategy 2: To effectively implement and monitor cooperative structures, each teacher will receive at least one coaching visit per month from a member of the campus Kagan Coaching Team. Teachers will receive instant feedback from the coaches.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This will ensure effective cooperative learning implementation. **Title I:** 2.4, 2.5, 2.6							

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 3: By May 16, 2025, we will provide innovative opportunities for our students to sharpen their leadership skills.

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in LIM lessons and team building opportunities provided in our Leadership Academy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn to work with others while applying the 7 Habits. **Staff Responsible for Monitoring:** Shared Leadership Facilitator **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Leader in Me activity books - 211 - Title I, Part A - $700	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with several opportunities to articulate their academic and leadership growth by participating in various experiences such as student-led conferences, Adult Chats, and leadership day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will build their confidence and learn to take personal responsibility for their own academic progress. **Staff Responsible for Monitoring:** Achieve Goals Facilitator **Title I:** 2.4, 2.5, 2.6	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: We will implement Enrichment Clusters to give our students the opportunity to explore a variety of hobbies and careers based on their interests.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn new skill sets. **Staff Responsible for Monitoring:** Achieve Goals Facilitator **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Purchase consumable and non-consumable items for clusters. - 211 - Title I, Part A - $500	**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: By the end of the 2024-25 contracted school year, we will retain 78% of our core teachers. This will allow us to provide a high quality education for our students.

Evaluation Data Sources: Retention data
Renewed teacher contracts
Resignation letters

Strategy 1 Details	Reviews			
Strategy 1: We will host a New Teacher Support Group, that will meet at least once a grading period. New teachers will receive support in needed areas such as campus/district expectations, curriculum, student behavior, LIM, etc. Attendance is mandatory.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The support provided to the new teachers will increase their confidence, build their capacity and their appreciation for the campus. **Staff Responsible for Monitoring:** Adult Learning and Modeling Facilitator **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: In order to maintain a culture of "Family" that provides support and encouragement, we will plan one activity per grading period outside of our daily work hours. We will also provide appreciation gifts and sentiments according to the district celebration calendar.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: These efforts will help staff feel like they are a part of a family/team. **Staff Responsible for Monitoring:** Leadership Environment Facilitator **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details		Reviews			
		Formative			**Summative**
Strategy 3: We will utilize an instructional aide to provide support to our new 1st and 2nd grade teachers during key instructional times to lower the adult/student ratio. 　　**Strategy's Expected Result/Impact:** This will allow for increased student success due to additional adult assistance 　　and teachers will feel supported. 　　**Staff Responsible for Monitoring:** Principal or Assistant Principal 　　**Title I:** 　　2.4, 2.5, 2.6		**Dec**	**Feb**	**Apr**	**June**

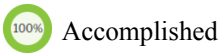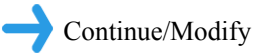0% No Progress　　　　100% Accomplished　　　　→ Continue/Modify　　　　✕ Discontinue

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

Performance Objective 2: By May 16, 2025, we will increase instructional capacity in our teaching staff.

    Evaluation Data Sources: Informal Observations
Walkthroughs
T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: We will provide all new teachers a campus mentor, who will check in with them weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: New teachers will have a go-to person and will feel supported.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal or Assistant Principal				
Title I: 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive regular walkthroughs with immediate feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in instructional practices.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal or Assistant Principal				
Title I: 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in Learning Walks, providing opportunities to learn from their co-workers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth in instructional practices.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal or Assistant Principal				
Title I: 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers will participate weekly in collaborative professional learning communities to break down TEKS, desegregate data from CFA's, informal and formal assessments. They will make plans using data for WIN/RTI instruction. **Strategy's Expected Result/Impact:** Increase teacher's knowledge of analyzing and using data to inform instruction. Increased student performance. **Staff Responsible for Monitoring:** Principal of Assistant Principal **Title I:** 2.4, 2.5, 2.6	**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 1: We will have a 2% increase (from the previous year) in the number of parents participating in our school activities by May 16, 2025, in order to improve our home/school connection.

    Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: We will provide innovative incentives to parents to promote interest and increased attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Incentives will help motivate parents to support their children and the school in their educational endeavors. **Staff Responsible for Monitoring:** Adult Learning Facilitator **Title I:** 4.1, 4.2	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will create a Parent Lighthouse Team in conjunction with the Student Lighthouse Team to give parent voice/input into some of our school matters. They will meet at least once per semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will empower parents to use their voice to help shape the school. **Staff Responsible for Monitoring:** Family and Community Facilitator **Title I:** 4.1, 4.2	**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: In order to expose our students to a variety of resources and opportunities, we will have at least 7 volunteer experiences by May 16, 2025.

    Evaluation Data Sources: Sign-in sheets

Strategy 1 Details				Reviews			
Strategy 1: We will host a Volunteer Brunch to recruit new volunteers during the month of October.				**Formative**			**Summative**
Strategy's Expected Result/Impact: This will be an opportunity to showcase our school to gain volunteers.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 4.1, 4.2							

Strategy 2 Details				Reviews			
Strategy 2: We will create a reward system for volunteers.				**Formative**			**Summative**
Strategy's Expected Result/Impact: We will celebrate our volunteer and this will make them feel appreciated and want to continue to volunteer.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Family and Community Facilitator **Title I:** 4.1, 4.2							

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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: We will have a daily attendance rate of 95% or above for the 2024-25 school year.

    Evaluation Data Sources: Record of phone calls home when students are absent
Attendance score board
Daily tracker for attendance
Grade level incentives
Individual incentives
Parent incentives

Strategy 1 Details		Reviews			
Strategy 1: We will monitor and act on the attendance trends we find using data dashboards and charts provided by Student Services.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance will increase student's academic performance. **Staff Responsible for Monitoring:** Principal or AP		**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: We will provide incentives to encourage students to want to attend school and for parents to send students to school. Incentives will include "Beat the Bell," grade level contests and parent contests.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance will increase student's academic performance. **Staff Responsible for Monitoring:** Principal or AP		**Dec**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Campus Funding Summary

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subscription for ESGI		$2,000.00
1	3	4	ESGI Program		$2,000.00
1	3	4	Manipulatives and supplies for small group instruction		$1,000.00
2	1	5	Live School program		$3,168.00
2	3	1	Leader in Me activity books		$700.00
2	3	3	Purchase consumable and non-consumable items for clusters.		$500.00
				Sub-Total	$9,368.00
				Budgeted Fund Source Amount	$8,525.00
				+/- Difference	-$843.00
				Grand Total Budgeted	$8,525.00
				Grand Total Spent	$9,368.00
				+/- Difference	-$843.00

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** ● 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** ● 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** ● 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** ● 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** ● 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)** ● 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** ● 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**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
  o Higher education admissions and financial aid, including sources of information
  o TEXAS grant program
  o Teach for Texas grant programs
  o The need to make informed curriculum choices for beyond high school
  o 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.

● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● 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.
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  o Early mental health intervention
  o Mental health promotion and positive youth development
  o Substance abuse prevention
  o Substance abuse intervention
  o 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.

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
● Methods for addressing
  o Suicide prevention including parent/guardian notification procedure
  o 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

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) • 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 • **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: • **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)

continued educational, career, personal, or social development at risk; **• 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.**			