

Texarkana Independent School District
Waggoner Creek Elementary
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Waggoner Creek Elementary School opened for enrollment during the 2016-2017 school year. During its opening, the campus served approximately 270 students. Over the past eight years, enrollment at Waggoner Creek has increased slightly. Today, Waggoner Creek Elementary currently serves 347 students in grades Kindergarten through Fifth Grade. Capacity is set for 396 students, so there is still room for growth on campus.

A strength of TISD and Waggoner Creek is the diversity among our students. Our largest population of students include: 19.6% African American students, 7% Two or More Races, and 60% White. Approximately 11% of the student population receives Special Education Services through the Collaborative and Resource Settings. On average, 5-10% of the student population receives Speech Therapy and/or other Related Services, 14% of students receive 504 Services, approximately 10% of the population receive Gifted and Talented services, and Waggoner Creek serves less than 2% of students in the Emergent Bilingual Program. In total, 38.62% of the student population is Economically Disadvantaged, and approximately 80% of the student population is comprised of transfer students.

In order to serve our diverse population of students, we employ classroom teachers, activity teachers, one dyslexia teacher, two administrators, one counselor, one math/reading interventionist, special education collaborative teacher, one part-time reading interventionist, one 504 coordinator, two paraprofessionals, one school nurse, custodial staff members, and child nutrition staff members. Staff demographics have remained consistent over the past several years. Student to teacher ratio is approximately 21:1 per grade level.

Staff Quality, Recruitment, and Retention

Waggoner Creek Elementary staff members are dedicated to professional growth and development. Staff members work collaboratively with one another and other teachers across the district to develop differentiated instructional methods. Multiple staff members hold Masters Degrees, are completing or have completed the Science of Teaching Reading, and the school counselor is a National Certified Counselor who is also a Licensed Professional Counselor.

Waggoner Creek Elementary Professional Development Meetings are scheduled after on Wednesdays. During these meetings, the

Lighthouse Team meets to review campus needs in regard to Leader in Me. There will be training offering for teachers new to Leader in Me once per six weeks. The Guiding Coalition has set dates of meetings throughout the year to review campus needs related to learning and behavior. Teachers meet weekly to review and create lesson plans, build common formative assessments, and review current data. The Leader in Me Action Teams meet once a month to review action items, revise, and plan next steps as related to needs based on the MRA data. The Lighthouse Team meets at least once monthly to review school progress on schoolwide WIG, progress on yearly action plan, and review current and future needs.

In terms of employment, Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Many Waggoner Creek Elementary staff members are emerging leaders. Since the opening of the campus, the main reasons for teachers choosing to leave Waggoner Creek Elementary have centered around relocation to another town/city or pursuing Educational Leadership opportunities.

Parents and Community

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential growth and development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus. Considering 80% of our students are transfer students, it is evident our parents are dedicated to finding a compatible school that will meet their children's needs, and they make the choice to transport their children to Waggoner Creek. Hundreds of parents and community members attend campus events. Waggoner Creek Elementary hosts academic and interactive programs at the school such as Music Programs, Fall Festival, First Grade Parent Workshop, Kindergarten Camp, Kindergarten Graduation, and other activities, and attendance always exceeds expectations. Parents and community members serve as guest speakers in the classroom discussing their careers and life experiences. With the integration of place based education in 2024-2025, the community and families will play a more active role in the education of our students.

Demographics Strengths

We serve a diverse makeup of students, and this diversity has remained consistent since the opening of the school.

Staff members take lead roles in leading campus decisions in regard to student learning and serve as role models as leaders across campus. The Lighthouse Team and Action Teams consistently review data, use results from MRA, and seek parent and student input to make decisions.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 30% of disciplinary action resulted in ISS placement **Root Cause:** When comparing data between 2022-2023 and 2023-2024, the root causes include: loss of campus behavior support specialist, lack of tools among some staff to redirect unwanted behaviors, and an inconsistent behavior expectations across campus. With scuffling as our highest number of incidents, it is evident our students have a lack of conflict resolution skills.

Problem Statement 2: Overall yearly attendance rate fell 2.75% below annual goal of 97% **Root Cause:** Alternate calendar/half days impact attendance and percentages greatly. Of the 3,343 total full-day absences, students in the white category make up approximately 60% of all absences. Lack of system for follow-through with families of students with chronic absenteeism.

Student Learning

Student Learning Summary

At Waggoner Creek Elementary School, we are dedicated to growing each child academically and socially. Our diverse staff is able to monitor and adjust as students work towards achieving all essential learning at each grade level. Part of what makes this possible is our campus collaboration with teacher teams. We implement a WIN (what I need) time two times per day and during this time, teachers are able to group students into different sections based on the skill that was just assessed. The teachers use a proficiency scale to determine what level of understanding a student has on each essential learning target. At Waggoner Creek, we also have two interventionists who are able to help close learning gaps for several of our students. One is a part time Kindergarten-2nd reading interventionist while the other is full time and serves our 3rd-5th students in reading and math. On top of this, instructional aide schedules have been created to align with WIN times so that our students who are at the top of the proficiency scale are being enriched with higher grade level materials.

During the past year, student growth was measured during the year using multiple data pieces, including Star Renaissance, district six week assessments, TPRI, and district math assessments. After reviewing our 2024 STAAR results, we were very pleased to see that our academic growth increased from a scale score of 58 in 2023 to 81 in 2024. We always have a goal that 100 percent of students will show growth in reading and math. During the 2023-2024 school year, 84% of students showed growth in reading and 95% of students showed growth in math. Our TPRI results indicate that 90% of our 1st and 2nd grade students are at Meets or higher and 75% of the students are at Masters.

In order to achieve growth among our students, teachers use the district essential standards to teach and assess. Each essential standard is broken into learning targets and CFAs (Common Formative Assessment) are used to determine standard mastery. Benchmark data as well as grading period assessment data are normally harder for our students indicating that we need our CFAs to be more rigorous to align with the state expectations. This is something that we are working on perfecting during our Collaborative Team Meetings (CTMs). Essential deep dives are also used to help teachers plan lessons that align to standard expectations.

During the 2024-2025 school year, we will continue to focus on student growth and achievement through our collaborative teams, data disaggregation, increasing rigor, and formative assessments. We will also take a deeper dive into our subgroups on each assessment.

In grades kindergarten and first, there is substantial growth among all students in the areas of reading and math. Our 3rd grade students indicated a slight decline in reading and math from beginning of year to end of year. In grades 2 and above, there is not as much growth as expected among all students. For our African American and students of 2 or more races, there is a lack of progress in reading in grades 3, 4, and 5. Students set learning goals with lead measures and track progress in their leadership portfolios. This is a process that will continue to be implemented and improved in 2024-2025.

Student Learning Strengths

Strengths:

84% of students showed growth in reading and 95% of students showed growth in math

Our TPRI results indicate that 90% of our 1st and 2nd grade students are at Meets or higher and 75% of the students are at Masters.

Increase in academic growth from an F to a B

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 43% of students in ethnicity groups African American and Two or More Races fell in the does not meet or approaches category based on EOY Reading Interim data. **Root Cause:** Reading below grade level, attendance, need to respond more quickly to local assessment data, analyze both ethnicity groups and identify instructional strategies for both sub populations.

Problem Statement 2: Lack of adequate grade level skill acquisition in math for students, particularly African American students, in 2nd grade and above based on STAR Renaissance and Interim data **Root Cause:** There is a need to review and evaluate instructional resources for math, incorporate manipulatives to gain/review new skills, and evaluate strategies used in classrooms when answering PLC questions 3 and 4.

School Processes & Programs

School Processes & Programs Summary

Personnel--Policy and Procedures

Recruitment, Hiring, and Placement

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Evaluation, Development, and Advancement of High-Quality Staff

Walkthroughs

Campus Administration will visit classrooms this year as much as possible. Walkthroughs are a top priority and an important part of the appraisal system. This means administration will be out of the office and in the classrooms.

Walkthroughs are formative in nature and used to improve instruction. Informal walk-throughs will also be utilized to help collect data and progress on campus initiatives including Kagan Cooperative Learning and Leader in Me.

After a walkthrough, the teacher will receive feedback via Edugence for a formal walk-through. For informal walk-throughs, feedback will be sent using Gmail. The feedback is intended to be constructive and positive.

Waggoner Creek adheres to the District Common Instructional Framework. The following categories will be the focus for administration when classroom visits occur:

- Student Engagement
- Instructional Strategies
- Learning Objectives
- Differentiation of Instruction
- Assessment
- Positive Learning Environment

What does Texas Teacher Evaluation and Support System (T-TESS) look like at Waggoner Creek?

- Each staff member will create a professional goal for the school year. The TTESS Appraisers will review the goal and lead measures with the staff members. Progress will be discussed on this goal and during the summative, the teacher will submit any evidence of progress toward reaching the goal.
- Each classroom teacher to be evaluated using TTESS within the TISD policy will be given a range of dates (1-3 days) to choose from for their evaluation lesson.
- Once the classroom teacher has chosen the date for the evaluation lesson, the classroom teacher will plan the lesson utilizing the various tools and strategies provided during professional development.
- The classroom teacher can meet with an Instructional Coach to discuss the lesson plan.
- The classroom teacher will meet with campus administration for the Pre-Conference.
- The classroom teacher will be evaluated by campus administration.
- The classroom teacher will meet with campus administration for the Post-Conference.

Professional Practices

Professional Development

Professional Development is planned based on a variety of factors at the campus and district levels. Campus Survey results and data based on informal walkthrough is considered when planning professional development for Waggoner Creek Elementary Staff. The three primary focuses for Campus Professional Development are Solution Tree, Kagan Cooperative Learning, and Leader in Me. In the year 2024-2025, Waggoner Creek is implementing Place Based Education in kindergarten and 1st grade. This will also be part of the important learning that will take place.

Professional Development may be determined for teachers as a result of T-TTESS walkthroughs and observations. Waggoner Creek Elementary staff members often research professional development and training opportunities and make requests of administration to attend appropriate workshops and conferences.

Leadership Groups and Decision Making

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress. Lighthouse Action Team and Guiding Coalition meet monthly. It is through these action teams that staff take

leadership and plan based on the Leader in Me/PLC frameworks.

The Leadership Action Team will incorporate new tiger training sessions 1 time each six weeks to support new staff.

Student Achievement Improvement

Solution Tree Teams have been established to prepare intervention by reviewing essential standards and common formative assessments.

Team members analyze assessments to determine student strengths and weaknesses, review demographic assessment results, and then develop plans to target student needs.

Programs and Opportunities for Students

Curriculum and Instruction

- Waggoner Creek Elementary School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to develop our ability to use all components of the TEKS Resource System, we will see student growth on STAAR and all other achievement measures.
- Waggoner Creek Elementary Teachers have collaborated with our Solution Tree Consultant and are working to identify essential standards for math, reading and fifth grade science.
- In 2024-2025, the master schedule includes a 30 minute Reading WIN time and 30 minute Math WIN time each day. This is so that teachers have adequate time to respond to student needs in either area of extension or intervention.
- Campus-wide, IXL will be used in Reading and Math to track student progress and areas of need. Students will create learning goals and IXL will be used to track.
- The campus is entering year 3 of Leader in Me in 2024-2025 with Core 3 as the focus. We will continue building a strong foundation with our student and adult leadership teams. Action teams will align between student and staff and will work together to accomplish goals. The guiding coalition and academic teams align. In 2023-2024, we incorporated student leadership portfolios, schoolwide wigs, class wigs, and individual tracking of wigs. We also held student-led conferences in the spring for the first time. The big rocks for 2024-2025 include improving our class and individual WIGs, physical environment, and hosting our very first leadership day.

Enrichment and Acceleration

In the year 2024-2025, Place Based Education is beginning for kindergarten and first grades. The intent of PBE is to allow students to learn essentials with use of their community resources/individuals. It will allow students to leave school and learn about essentials in an authentic approach or by bringing people into the school. The campus employed a Place Based Education Instructor who will incorporate the method of inquiry and research during technology. The instructor will meet weekly with kindergarten and 1st grade teachers to

help identify essential learning and make plans accordingly for activity time.

Waggoner Creek Elementary was awarded a grant to be implemented during the summer of 2022 and into the school year of 2022-2023. The grant allows students eight additional school days during the school year for Leader in Me activities, Discovery Learning Time, and small group instruction opportunities. The Lighthouse Team has received feedback from the Leader in Me Action Teams in regards to the half-days. Half-days will be utilized to make progress on student leadership portfolios and allow students opportunity to create plans of discovery learning opportunities.

Significant Enrollment in Special Populations

Waggoner Creek Elementary currently provides Dyslexia services for approximately 31 students which represents 10% of our student population. To serve our growing number of students identified with Dyslexia, multiple staff members have been trained in special Dyslexia programs.

It is worth noting there has been an increase in the number of students who receive Speech Therapy services. We have 1 full-time speech therapist who provides therapy to our identified students.

Procedures

Technology

Students will utilize the campus computer lab on an activity rotation schedule. During their time in the computer lab, the computer lab teacher provides high-quality instruction to students, following the technology applications TEKS. Educational software programs including RazKids and Xtra Math will be available to all classroom teachers. Currently, all classrooms are equipped with a laptop, LCD projectors, document cameras, Mimios, and Apple TVs. All Kindergarten through 5th grade students are 1:1 with chromebooks. Kindergarten through 2nd grade have received chromebooks, and a roll-out process for 3rd-5th is being planned for mid to late September.

School Conditions for Learning

- The Master Schedule was created and adopted by the campus with District expectations in mind regarding classroom time standards.
- Grade-Level and Vertical Team Meetings are regularly held.
- During the 2023-2024 school year, the master schedule was created to allow 3rd - 5th grade math teachers to meet vertically each day and 3rd - 5th grade reading teachers to meet vertically each day. Since these teachers are singletons in terms of their grade level, the Guiding Coalition requested this change to help vertically align and improve instruction across campus.
- A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

Equity of Students

Programs are available for all students based on student needs. Response to Intervention, for example, is not just for struggling students but is also provided to students who excel to provide opportunities for even further growth.

Classroom Management

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required.

School Processes & Programs Strengths

One-to-one Chromebooks campus-wide

Full-time Reading and Math Interventionists will provide support for students and teachers.

Campus-wide What I Need Time to provide either intervention or extension based on students grade level needs.

Grade-level and Vertical Teams provide an opportunity for in-depth desegregation and vertical alignment.

Opportunities for students to serve on the Student Lighthouse Team. Opportunities for all students to apply and hold a schoolwide job.

A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Planning and implementing WIN Time across campus to ensure all students are getting what he or she needs is still a fairly new concept being learned and utilized. **Root Cause:** Master schedule needs revised to prioritize WIN time for math and reading, teacher teams prioritize time to plan extension and interventions for each essential learning target, utilizing all staff to ensure WIN time can be implemented effectively by grouping kids based on need.

Problem Statement 2 (Prioritized): Improve social skills among students through the use of cooperative learning strategies. **Root Cause:** Scuffling is the cause of a majority of discipline incidents. Many students push/shove when they are angry or something isn't going their way. This is partly due to lack of conflict resolution skills among students. Also, with teachers new to campus and new to teaching, it will be a priority to build on these skills.

Problem Statement 3: Ensure effective implementation of Place Based Education in order to continue expanding across grade levels until implemented campus-wide. **Root Cause:** With any new initiative or innovative design, time is needed to identify needs and strengths. The K and 1 teams will work with a PBE coach in year 1 and we may identify additional resources needed as we implement this design.

Perceptions

Perceptions Summary

Student Engagement

Discipline

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required. Teachers and Administrators proactively work with students to establish relationships and understand each child's needs for support. Staff works to foster appreciation for student differences and encourages alternate paths for behavior correction prior to the need for consequences.

Conflict Reduction

Waggoner Creek Elementary is a Leader in Me School. This will carry over into behavior management by helping develop each of the 8 habits, classroom mission statements, and giving students voice and opportunity to lead.

The Counseling Center will offer opportunities for students to come together in a proactive way to learn social skills focused on working together and appreciating other's differences and ideas. Students will be given guidance in establishing positive mental health practices.

Staff Engagement

Mentoring Results

- New teachers are assigned a Campus and District Mentor to work with them throughout the year regarding curriculum, lesson planning, and classroom management.
- Waggoner Creek teachers often seek out opportunities to visit another teacher's classroom to observe lesson presentation and classroom procedures. Teachers will collaborate about the observation and discuss ways to implement new strategies.
- Teachers will also model lessons for their mentoree to assist with lesson delivery.

Family and Community Engagement

Participation Measurement

Waggoner Creek Elementary School encourages active community involvement through a variety of methods and activities because we

believe that ultimately the success of any instructional program is significantly influenced by parent and community support. In order to achieve support, parents must become involved as partners in education of their students. Waggoner Creek Elementary School is fortunate to have many supportive family members and community partners.

Family and Community involvement is measured by sign-in sheets provided at each event.

Volunteers in Public Schools (VIPS) members hold planning meetings at least once a month during the year. VIPS offers parent nights, fund raising activities, and assistance with various school programs. Events include the Waggoner Creek Fall Festival and community service projects. VIPS financially supported additional playground equipment in the 2023-2024 school year.

The Campus Quality Improvement Council is comprised of a variety of members including administrators, teachers, community members, business owners, and parents. This Council is designed to evaluate the needs of the campus and work toward improvement solutions.

Perceptions Strengths

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences. These varied backgrounds provide our students with the opportunities to be exposed to new ideas, different ways of thinking, and create a culture of discovery.

Waggoner Creek Elementary School offers a variety of opportunities for family members to visit the campus and for students to showcase their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Trusted relationships among students from 81 to 70 (Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to) **Root Cause:** Implemented campus check-in system for each classroom but may not have discussed the 'why' or intentionality of the morning check-ins

Problem Statement 2: Decrease in student social supports (high expectations with someone who provides encouragement/support they need to lead learning) **Root Cause:** There is a need to follow the sequence of daily lessons on the Leader in Me site each day across campus. Incorporating accountability buddies inside the classroom and meeting at least weekly was not implemented in all classes.

Priority Problem Statements

Problem Statement 1: Improve social skills among students through the use of cooperative learning strategies.

Root Cause 1: Scuffling is the cause of a majority of discipline incidents. Many students push/shove when they are angry or something isn't going their way. This is partly due to lack of conflict resolution skills among students. Also, with teachers new to campus and new to teaching, it will be a priority to build on these skills.

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





Goals

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

Performance Objective 1: 100% of students will show growth in Math and Reading during the 2023-2024 school year.

High Priority

Evaluation Data Sources: IXL, CFA

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will utilize IXL Math at least 2 times per week for 20 mins per day and answer at least 30 questions questions per week with 80% mastery.</p> <p>Strategy's Expected Result/Impact: All students will master 80% of skills on IXL Math</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize IXL RLA at least 2 times per week for 20 mins per day and answer at least 30 questions questions per week with 80% mastery.</p> <p>Strategy's Expected Result/Impact: All students will master at least 80% of skills on IXL RLA</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 2: As part of a culture of continuous improvement, all instructional staff are part of our Professional Learning Community. This Community allows for us to review teaching strategies, current data, and focus on student needs in terms of social, emotional, and academic learning.

High Priority

Evaluation Data Sources: Weekly Collaborative Team Meeting Agendas
 Guiding Coalition Action Plans and Review
 Waggoner Creek Calendar
 Master Schedule





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative teams will monitor individual student performance on all math and reading assessments, with special attention paid to students in 2 or More Races or African America</p> <p>Strategy's Expected Result/Impact: Consistently gives CFA in 10-15 day window and reviews data within 1-2 days for each essential learning target will help ensure all students are mastering skills or receiving help as needed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All instructional staff are part of Solution Tree training annually and will plan collaboratively with a Solution Tree coach at least 2 times per semester. The Guiding Coalition will also take part in Assessment Academy to receive more in-depth discovery of the model.</p> <p>Strategy's Expected Result/Impact: All staff will continue working to become a Model Professional Learning Community and ensuring a culture of continuous improvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Creation of WIN groups in grades K - 5 for math and reading along with identification of proper instructional activities based on intervention/extension needs for all math and reading essentials.</p> <p>Strategy's Expected Result/Impact: Increased student performance on each math and reading learning target. Extension of learning beyond grade levels for quick learners.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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: 100% of students in Kindergarten through 5th grade will maintain leadership portfolios to track their academic growth throughout the school year.





Evaluation Data Sources: Students will track growth data from IXL, CFAs, end of grading period assessments, and benchmarks depending upon grade level

Strategy 1 Details	Reviews			
<p>Strategy 1: Leader in Me time is the first 20 minutes of each school day. Teachers will follow the LIM Scope/Sequence of online lessons every day.</p> <p>Strategy's Expected Result/Impact: Students and staff gain deeper understanding on the 7 habits, thus impacting motivation, growth, and accountability.</p> <p>Staff Responsible for Monitoring: Lighthouse Team and Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students will meet weekly with classroom accountability buddies to review growth goals.</p> <p>Strategy's Expected Result/Impact: Students will be able to successfully communicate with their assigned student accountability partner each week regarding the progress or lack of progress based on the data in their portfolios in terms of assessment data and attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</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 2: Students in Kindergarten and First grade will learn essentials through a Place Based Education innovative approach.

Evaluation Data Sources: Increase in learning of essentials through outdoor learning and use of community to learn about the surrounding area

Strategy 1 Details	Reviews			
<p>Strategy 1: Supports will be in place to create a successful launch of PBE, including: Waggoner Creek Place Based Education Core Team will meet at least 6 times with a Place Network Coach to ensure implementation of the PBE model with fidelity and master schedule will reflect 1 hour per day for Place Based Education experiences in grades K and 1 that align with essential learning.</p> <p>Strategy's Expected Result/Impact: Greater understanding of Place Based Education and ability to provide experiences to our students at maximum potential. Intentional time dedicated to field experiences, outdoor gardening, local community members coming in to help extend learning tied to essentials.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Waggoner Creek Elementary will employ a Place Based Education Instructor who will be a collaborative part of the PBE Core Team and will lead students in K - 5 in inquiry learning. This individual will also assist in planning and implementation of field experiences and community visitors.</p> <p>Strategy's Expected Result/Impact: Extend PBE and inquiry learning outside of the walls of the classroom.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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: Waggoner Creek Elementary will increase MRA components to a minimum of 80% in the 2024-2025 school year that showed a decrease in the 2023-2024 school year which focuses on students' sense of belonging and connection.

Evaluation Data Sources: Leader in Me Logins





Campus Surveys

Leader in Me Lesson

Physical Environment

Master Schedule





Strategy 1 Details	Reviews			
<p>Strategy 1: We will increase the area of "Trusted Relationships" from 70% to 80% (Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to) on the 2024-2025 MRA. All staff will continue daily check-ins with students as well as begin each day with Leader in Me online lessons.</p> <p>Strategy's Expected Result/Impact: Students will feel he or she has a trusted adult to connect with on campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will increase the area of "Prosocial Behaviors" (Students support each other and offer help as needed) from 77% to 81% on the 2024-2025 MRA. Students will meet weekly with in-class accountability buddy to review leadership portfolios relating to personal and academic growth and goals.</p> <p>Strategy's Expected Result/Impact: Students will feel supported from one another</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will increase the area of "Social Supports" (Students have a high expectations relationship with someone who provides the encouragement and support they need to lead their learning.) from 73 to 80. Schoolwide assemblies on half days will be used to celebrate student achievement.</p> <p>Strategy's Expected Result/Impact: Students will feel supported by staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: School counselor will support social emotional learning for all students through weekly one on one conferencing, group lessons, routine guidance lessons.





Evaluation Data Sources: Calendar of classes and sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor conducts a needs assessment at beginning of year for students, staff, and parents to determine guidance lessons. There is a counselor form available for students to complete as needed. Teachers refer students as needed.</p> <p>Strategy's Expected Result/Impact: Safe environment for students and ability to support social emotional well being of students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</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 3: In 2024-2025, there will be a 50% decrease in the number of ISS placements on campus.





Evaluation Data Sources: Discipline data in TEAMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Waggoner Creek will implement a campus-wide behavior matrix. ROAR (Respect, Ownership, Actions, Responsibility) expectations will be explicitly taught, modeled, and practiced for all areas inside and outside of the building as well as in each classroom.</p> <p>Strategy's Expected Result/Impact: Common vocabulary and behavior expectations across campus for all students and staff which will reduce disciplinary infractions</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will incorporate at least 2 Kagan Class building activities per week.</p> <p>Strategy's Expected Result/Impact: Increase social communication and rapport among classmates and decrease in disciplinary offenses related to scuffling</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Waggoner Creek Elementary attendance rate for the 2024-2025 school year will be at or above 97%.





Evaluation Data Sources: Phone calls home when absent
 Attendance score board
 Daily tracker for attendance
 Grade level incentives

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level & individual incentives for highest attendance each six weeks</p> <p>Strategy's Expected Result/Impact: Encourage student attendance by recognizing highest grade level each week over morning announcements Ice cream party at end of each six weeks for grade level with highest attendance percentage One student winner each six weeks of game basket One student selected each six weeks to win a family prize basket</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Beat the Bell incentive - each day students who are in class by 7:50 will have a chance to receive a prize in the front office</p> <p>Strategy's Expected Result/Impact: All students will arrive on time and ready to learn by 7:50</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: 100% of staff, 100% of students, and 70% of parents will complete the 2024-2025 MRA.





Evaluation Data Sources: Leader in Me site

Strategy 1 Details	Reviews			
<p>Strategy 1: A campus-wide goal will be set and staff will complete MRA during an in-school training time. All 3rd, 4th, 5th grade students will complete the survey on their chromebooks during Technology and parents will be given a QR code linked to the survey and encouraged to participate.</p> <p>Strategy's Expected Result/Impact: A more accurate evaluation of the areas related to MRA that are used to drive campus decisions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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 3: Waggoner Creek Elementary will Increase community partnerships throughout the 2024-2025 school year to elevate student learning and experiences in various ways.

Evaluation Data Sources: Service learning projects
 PBE schedules
 community involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: Waggoner Creek will host first annual Leadership Day and will invite community members. Community members will be involved in student learning through campus visits and field experiences. They will also be invited to participate in fundraising events.</p> <p>Strategy's Expected Result/Impact: Increase in community and our students' learning about all our community has to offer.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Service learning projects will focus on assisting with community-wide needs</p> <p>Strategy's Expected Result/Impact: Waggoner Creek students will have a direct impact on improving our community.</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>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Rebecca Hankins	Classroom Teacher
Classroom Teacher	Jamie Hammonds	Classroom Teacher
Business Representative	Amber Gideon-Stewart	Business Rep
Classroom Teacher	Jennifer Phillips	Teacher
Community Representative	Fonda Clary	Community Representative
Parent	Sherita Gowans	Parent
Parent	Christie Page	Parent
Classroom Teacher	Tracie Smith	Teacher
Classroom Teacher	Rene' Callison	Teacher
Business Representative	Christi Hoyt	Business Owner
Administrator	Julie Watson	Assistant Principal
District-level Professional	Kay Stickels	Director of Special Populations
Non-classroom Professional	Stacey Alexander	Counselor
Administrator	Kasey Coggin	Principal

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Rebecca Hankins	Classroom Teacher
Classroom Teacher	Jamie Hammonds	Classroom Teacher
Business Representative	Amber Gideon-Stewart	Business Rep
Classroom Teacher	Jennifer Phillips	Teacher
Community Representative	Fonda Clary	Community Representative
Parent	Sherita Gowans	Parent
Parent	Christie Page	Parent
Classroom Teacher	Tracie Smith	Teacher
Classroom Teacher	Rene' Callison	Teacher
Business Representative	Christi Hoyt	Business Owner
Administrator	Julie Watson	Assistant Principal
District-level Professional	Kay Stickels	Director of Special Populations
Non-classroom Professional	Stacey Alexander	Counselor
Administrator	Kasey Coggin	Principal

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD's ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> ● Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> ● Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	Shawn Davis	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	Holly Tucker	
<p>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</p> <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	<p>Education code 38.0041</p>	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
<p>17. College and University Admissions and Financial Aid (All grade levels)</p>	<p>Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201</p>	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
<p>18. Comprehensive School counseling Program that includes:</p> <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	<p>Education Code 33.005</p>	Sherry Young	Board Policy BQ (H), FFEA(H)

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.

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