

Texarkana Independent School District

Wake Village Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

We Empower Our Learners to be Future Leaders

Vision

Wake Village Elementary will create an environment that allows students to become lifelong learners and leaders while fostering creativity, individuality, and respect.

Value Statement

We learn! We lead! We inspire!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wake Village Elementary is a diverse, inclusive Pre-K through 5th grade campus that currently serves 529 students, with a maximum enrollment capacity of 560. The school maintains four sections per grade level, with class sizes strategically capped to support both academic achievement and inclusion practices. Pre-K, 3rd, 4th, and 5th grade classrooms are capped at 22 students, while Kindergarten through 2nd grade classrooms are capped at 20 students. This structure allows for increased opportunities to integrate students from self-contained special education settings into general education classrooms, fostering a more inclusive environment.

The campus population is highly diverse both socioeconomically and demographically. Eighty-six percent of students are identified as economically disadvantaged. The ethnic composition includes 48% African American, 27% White, 13% Hispanic, 12% identifying as Two or More Races, and 1% Asian or other. Approximately 19.5% of students receive special education services. Wake Village also serves as a hub for specialized support programs, including four self-contained classrooms for first and second grade students identified with autism and/or intellectual impairments, and the Regional Day School Program for the Deaf, which supports students with hearing impairments across the region.

Wake Village fosters an inclusive culture in which students are regularly exposed to and engaged with peers who have a variety of learning needs. This has helped build a school climate marked by kindness, understanding, and mutual respect. These social-emotional strengths are a solid foundation for continued improvement in both behavioral and academic outcomes.

To serve its student population effectively, Wake Village employs 93 staff members. The instructional team includes 32 classroom teachers, 3 resource/collaborative teachers, 4 elective teachers, and 2.5 interventionists. Support personnel include 3 administrators, 1 counselor, 1 administrative assistant, 1 registrar, 1 receptionist, 1.5 health aides, and 1 library aide. Each Pre-K classroom has a paraprofessional, and 2 paraprofessionals support Kindergarten classrooms. Eight paraprofessionals serve the self-contained special education classrooms. The Regional Day School for the Deaf includes 1 certified teacher and 6 interpreters.

Additional staff includes 5 custodians and 6 child nutrition employees. Staff demographics closely reflect the student body: 37 staff members identify as African American, 54 as White, 1 as Hispanic, and 1 as Two or More Races. This diversity helps to ensure that students see themselves represented in the adults who serve and support them daily.

Family engagement remains a strength in terms of attendance at events and school programs. However, participation in the Volunteers in Public Schools (VIPS) program has decreased significantly since the COVID-19 pandemic. Rebuilding this volunteer base is a key opportunity area in the improvement plan. The school continues to benefit from strong partnerships with local businesses and churches, which provide valuable donations including school supplies for students and snacks and meals for staff.

The overall campus culture, dedicated staff, and strong community support position Wake Village Elementary well for continued academic growth and increased student success. Strategic improvement efforts will focus on supporting high-need student populations, enhancing instructional practices, strengthening family engagement, and expanding access to academic and behavioral supports.

Demographics Strengths

Our diversity is our strength. Due to our diversity, we have promoted a culture of acceptance for all students. We are especially proud of how well our students embrace others who have a broad range of disabilities. For the previous two school years, we were fortunate to be a part of the ASPIRE Grant which provided us a couple more staff members. These additional staff members enabled more of our students

with autism the opportunity to participate in our general education classrooms more often than in years past. The additional staff provided more one on one in class support while students were in the general education setting. As the ASPIRE Grant expires, I feel that the climate and culture remains strong and grounded in the acceptance of ALL students no matter the various abilities or disabilities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We struggle to maintain our Met Standards Rating every year.

Root Cause: A large percentage of our students are identified as low socioeconomic and they do not enter school with important foundational skills. We lack the staff needed to support Response to Intervention as a means to close the gaps with our students.

Student Learning

Student Learning Summary

Our school has been awarded an overall letter grade of B on the Accountability Report Card for Texas, which reflects our commitment to providing quality education and our ongoing efforts to enhance student learning outcomes. This grade is a testament to the hard work and dedication of our students, teachers, and staff.

In Domain I, which focuses on Student Achievement, we received a letter grade of C. This indicates that while we are making strides in student performance, there is room for improvement. We are committed to identifying areas where we can enhance our instructional strategies and support systems to elevate student achievement across all grade levels.

For Domain II, which assesses School Progress, we achieved a letter grade of B in Part A, Academic Growth. This demonstrates that our students are making significant progress in their academic journey, and we are proud of the growth they have shown. However, in Part B, Relative Performance, we received a letter grade of C. This suggests that while our students are progressing, we need to focus on ensuring that their performance is competitive relative to other schools. The overall letter grade of B for Domain II reflects our balanced progress and the potential for further improvement.

In Domain III, Closing the Gaps, we received a letter grade of B. This indicates that we are effectively working towards reducing disparities in educational outcomes among different student groups. We are dedicated to continuing our efforts to ensure that all students, regardless of their background, have access to the resources and support they need to succeed.

Overall, these results provide us with valuable insights into our strengths and areas for growth. We are committed to using this information to guide our strategic planning and to implement targeted interventions that will support our students' academic success.

Student Learning Strengths

Our fifth grade students generally do well on the STAAR Assessments every year. I think some of that is due to student maturity, but the biggest piece is due to the strong team of teachers we have in fifth grade. Even though we have two new teachers on the 5th grade team, the core teachers that remained are very strong and will be great mentors for the new students. Our fifth grade teachers truly work and plan very well together and that is why our student scores are similar across teams. We are fortunate to have a large group of students who have a desire to do well which benefits them academically. Most of our students have embraced Leader in Me and do a great job setting goals and working to meet those goals by the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We have identified two subgroups, African Americans and Two or more race, as struggling learners in both math and reading with Two or more failing to meet interim targets.

Root Cause: Little to no support from home and Low tier 3 support

School Processes & Programs

School Processes & Programs Summary

Since August 2023, the Wake Village Campus has been undergoing significant renovations, which have expanded our facilities by an impressive 35,000 square feet, bringing the total to 77,000 square feet. This expansion, while ultimately beneficial, presented challenges as students and staff had to carefully navigate around construction crews, necessitating heightened safety measures. Despite these challenges, our instructional staff remained steadfast in their commitment to maintaining a focus on student learning and well-being.

Our campus proudly operates as a Professional Learning Community, fostering an environment of continuous improvement and collaboration among educators. In alignment with our district's technological advancements, we have successfully implemented a 1:1 technology initiative, ensuring each student has access to a Chromebook. This initiative supports our transition to High Quality Instructional Materials (HQIM) for our curriculum, a move that will be fully realized within the next two years, enhancing the educational resources available to our students.

To further support student achievement, we employ IXL technology, which allows for real-time progress monitoring, providing valuable insights into student learning and areas needing improvement. Additionally, we have partnered with Teach Big to enhance our students' writing skills, recognizing the importance of strong communication abilities. Our seasoned teachers play a crucial role as interventionists, working diligently to close educational gaps for both general education students and those requiring accommodations, ensuring that all students have the opportunity to succeed.

As a Leader in Me Lighthouse Campus, we are committed to fostering an environment where leadership is not just taught but lived and experienced by every member of our school community. This prestigious designation reflects our dedication to cultivating a culture of leadership that permeates every aspect of our educational approach, ensuring that our students are equipped with the skills and mindset necessary to lead in various capacities.

Our mission, "We Empower our Learners to be Future Leaders," serves as the cornerstone of our educational philosophy. By empowering our students, we are not only preparing them for future challenges but also instilling in them the confidence and capability to take initiative and make impactful decisions. This mission underscores our belief in the potential of every student to rise to leadership roles, both within our school and in the broader community.

Encouraging all to be great leaders is a fundamental aspect of our school's ethos. We believe that leadership is not confined to a select few but is a quality that can be nurtured in everyone. Through our programs and initiatives, we strive to provide opportunities for all students to develop their leadership skills, fostering an inclusive environment where every individual is encouraged to contribute and lead in their unique way.

School Processes & Programs Strengths

Our commitment to Professional Learning Communities (PLC) and the Leader in Me foundation provides a robust framework for fostering collaboration and leadership among our educators and students. By embracing these foundational principles, we are well-positioned to achieve significant advancements in our educational practices and outcomes.

The integration of High-Quality Instructional Materials (HQIM) ensures that our curriculum is both rigorous and engaging, providing students with the resources they need to succeed. Coupled with the Teach Big writing direction, we are equipping our students with essential writing skills that are critical for their academic and future professional success.

Furthermore, our strategic incorporation of technology into the classroom enhances the learning experience, making it more interactive and accessible. By leveraging these tools, we are preparing our students to thrive in a rapidly evolving digital world, ensuring they are well-prepared for the challenges and opportunities of the future.

Perceptions

Perceptions Summary

As a campus we are committed to fostering a positive campus climate where high expectations are set for all students. This environment encourages students to strive for excellence and supports their academic and personal growth. By maintaining a culture of positivity and high standards, we aim to inspire our students to reach their full potential.

Our school deeply values the relationships we have with our community and families. We believe that strong partnerships with parents and community members are essential to the success of our students. By working collaboratively, we can create a supportive network that enhances the educational experience and contributes to the overall well-being of our students.

Student safety is our top priority, and we have implemented several measures to ensure a secure learning environment. Our campus is equipped with cameras to monitor activity and maintain a safe atmosphere for all. Additionally, we utilize the Raptor program to screen visitors, ensuring that only authorized individuals have access to our campus. These measures are in place to protect our students and provide peace of mind to parents and staff.

The MRA data indicates that while our overall scores remain high, there is a slight downward trend in areas related to staff and community engagement. This feedback is invaluable as it highlights areas where we can improve. We are committed to addressing these concerns by enhancing our engagement strategies and strengthening our connections with staff and the community. By doing so, we aim to maintain our high standards and continue to provide an exceptional educational experience for our students.

Perceptions Strengths

Our strength is the number of opportunities we provide our parents and community members to be actively engaged with our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Large number of stakeholders are not compelled to answer MRA or become involved in the CQIC.

Root Cause: Apathy

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
- State and federal planning requirements

Accountability Data

- Accountability Distinction Designations

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
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Revised/Approved: August 25, 2025

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: 3rd grade students will have a target of 40% at Meets Standards on the STAAR Reading Assessment.

Evaluation Data Sources: End of grading period assessments, IXL data, and STAAR scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide small group instruction for WIN (What I Need) and out of class pull outs using various instructional materials, district provided resources, and applications. We will use Tools 4 Reading, Reading A-Z Flocabulary, Mentor Text from TCMPC for center activities related to vocabulary, text features and poetry.</p> <p>Strategy's Expected Result/Impact: We will administer Common Formative Assessments, end of grading period assessments, IXL data, and the end of year STAAR tests with the expectations more of our students will be at the Meets Expectation standard for STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will hold collaborative meetings to discuss student data and instructional strategies following CFAs, end of grading period assessments and benchmark assessments.</p> <p>Strategy's Expected Result/Impact: We will expect to see student performance increase as we differentiate instruction and make adjustments to small group RTI to address needs based on the data.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide enrichment during WIN time for students already at the Meets level of performance to move them to Master level of performance.</p> <p>Strategy's Expected Result/Impact: We will expect to see a larger percentage of students performing at the meets and masters levels on the STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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


Performance Objective 2: 4th grade students will have a target of 40% at Meets Standards on the STAAR Reading Assessment.

Evaluation Data Sources: End of grading period assessments, IXL data, and STAAR scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide small group instruction for WIN (What I Need) and out of class pull outs using various instructional materials, district provided resources, and applications. We will use Tools 4 Reading, Reading A-Z Flocabulary, Mentor Text from TCMPC for center activities related to vocabulary, text features and poetry.</p> <p>Strategy's Expected Result/Impact: We will administer Common Formative Assessments, end of grading period assessments, IXL data, and the end of year STAAR tests with the expectations more of our students will be at the Meets Expectation standard for STAAR.</p> <p>Interventionist and classroom teachers will work closely together to monitor performance.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will utilize the districts PD Playbook and Region 8 on how to provide differentiation instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: We will meet with teachers at least once a month to discuss strategies being used and the effectiveness of the strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will conduct collaborative meetings to discuss student data following CFA's, end of the grading period assessments and benchmark assessments.</p> <p>Strategy's Expected Result/Impact: We expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 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: 70% of our 1st and 2nd grade students will Master Word Reading on the End of Year TPRI assessment.

Evaluation Data Sources: BOY, MOY and EOY TPRI data. Review student data for accuracy and fluency.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the Literacy Initiative to ensure student success. Teachers will use Tools for Teaching, Reading A-Z, Mentor Text from TCMPC and IXL data. Utilize district personnel for center activities for genre, vocabulary, and text features.</p> <p>Strategy's Expected Result/Impact: With the continued focus on the reading initiative, we will expect to continue seeing student growth in reading fluency and accuracy as indicated by BOY, MOY, and EOY TPRI data.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers can utilize a leveled library to assist with student instruction.</p> <p>Strategy's Expected Result/Impact: We will expect to see our student become more proficient readers with higher levels of comprehension.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students identified as at risk will be serviced in small group Response To Intervention sessions with a retired certified Reading teacher.</p> <p>Strategy's Expected Result/Impact: We will expect to see our students become more proficient readers with higher levels of comprehension.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will receive a refresher training on the components needed to incorporate successful small groups instruction daily.</p> <p>Strategy's Expected Result/Impact: Mrs. Lewis will train new and veteran teachers on the components of implementing effective guided reading groups when staff returns for the 25-26 school year.</p> <p>Staff Responsible for Monitoring: Administrators will monitor during walk throughs.</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 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: Students in grades Kindergarten-5th will maintain data binders to track their academic and personal progress throughout the school year. 95% of students enrolled from the beginning of the year will have completed data binders by May 15, 2026.





Evaluation Data Sources: Students will enter data from fluency tests, end of the grading period assessments and IXL usage. Students will also have one personal goal for reflection.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will work with students on how to track data in their binder by modeling what to do and how to document data in the binder.</p> <p>Strategy's Expected Result/Impact: Students will be able to successfully communicate with an adult regarding their progress or lack of progress based on the data in their binders.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with students bi-monthly to monitor the tracking of data.</p> <p>Strategy's Expected Result/Impact: Students will be more aware of how they are performing academically and whether or not they are meeting their behavior goals.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will share their academic and personal goals with their parents during student led conferences which will take place by the end of February 2026.</p> <p>Strategy's Expected Result/Impact: Students are able to articulate whether or not they met their academic and personal goals with their parents.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: We will complete four walk-throughs for new teachers and two walk-throughs for veteran teachers by April 10, 2026.





Evaluation Data Sources: Walk through evaluation forms

Strategy 1 Details	Reviews			
<p>Strategy 1: We will create a campus schedule for administrators to ensure that walk-throughs are consistently completed. Strategy's Expected Result/Impact: We will expect to see improvement in the quality of research based instructional strategies taking place. Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the district's data walk program(TBD) to gather data and evaluate best classroom academic and behavioral practices and use the data to support the teachers. Strategy's Expected Result/Impact: We expect to see higher levels of student engagement in our Walk Through data. Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Provide staff development opportunities and develop a culture of learning through professional dialogue among team and staff members during collaborative meetings among our PLCs.





Evaluation Data Sources: Professional development training that is offered and Professional Learning Community collaborations within the grade level and with the entire staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive various training opportunities when we return for the 2025-2026 school year. We will utilize Mrs Lewis to provide refresher/new training supporting district reading initiative with emphasis on the writing portion of the reading initiative. In addition, the district will utilize the strategies from Teach Big to improve on student growth while writing SCR and ECR.</p> <p>Strategy's Expected Result/Impact: We expect to see teachers being more effective in the classroom when working with students. Evidence will be students exhibiting proficiency in writing.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade levels will meet weekly to discuss curriculum to ensure consistent instructional planning is taking place to address the TEKS. Teachers will share instructional strategies used to teach the content and review student academic progress.</p> <p>Teachers will document meetings with Agendas, lesson plans and Instructional Planning Documents.</p> <p>Strategy's Expected Result/Impact: A more open and positive school climate among staff members with the focus being increased student performance.</p> <p>Staff Responsible for Monitoring: Administrative staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will continue to incorporate Math stations with hands on learning activities. We will utilize Lone Star Learning, Kamico, Measuring up to Math, Math Fact Lab, IXL and other manipulatives and materials.</p> <p>Strategy's Expected Result/Impact: We will expect to see higher academic achievement in students' math performance</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 continue the events from last year and will include STAAR family nights for Reading and Math during the 2025-2026 school year.

Evaluation Data Sources: Number of parent/community events that take place on our campus during the 2025-2026 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will add an additional STAAR family night for parents to give them a better understanding of student expectation for the STAAR test. Below is the list of events planned for parent involvement. We incorporate a Leader In Me Habit with each event.</p> <ol style="list-style-type: none"> 1.) Trunk or Treat (Sharpen the Saw) 2.) Sneaker Ball (Sharpen the Saw) 3.) STAAR Reading family night (Begin with End in Mind) 4.) STAAR Math family night (Begin with End in Mind) 5.) Bingo for Books (Win-Win) 6.) Veteran's Day Program (Find Your Voice) 7.) VIPS grade level performances throughout the year or prior to award assemblies. (Find Your Voice) 8) Make &Take Craft Night (Synergize) 9.) Book Fair Family Nights (Win-Win) <p>Strategy's Expected Result/Impact: We expect to see more parents getting involved with the school whether it is fun activities or learning about our State Assessments. We will have sign in sheets for each event.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Wake Village created a Facebook Page to communicate with parents what is happening on the campus.</p> <p>Strategy's Expected Result/Impact: Improved communication between the school and our students' parents.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Technology Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Jamie Renner Sherry Nelson	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)	Elodia Witterstaetter	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)	Julius Anderson Lakesha Taylor	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)	Christy Tidwell	The school will follow Board Policies: BQ, BQA, and BQB.
5. Dropout Prevention	TEC 11.252	Ben Renner	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)	Mindy Gennings	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)	Elodia Witterstaetter Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 		Jami Renner Sherry Nelson	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 	TEC 11.252(4) TEC 11.252(3)(G)	Ben Renner	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● 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	Kay Stickels	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)	Jami Renner Sherry Nelson	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 	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)	Jami Renner Sherry Nelson	The school will follow Board Policy FFB and FNF.

<ul style="list-style-type: none"> • Training for teachers, school counselors, principals and all other appropriate personnel. 			
<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 ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Jami Renner Sherry Nelson	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<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 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Mindy Gennings	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001	Christy Tidwell	
<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. 	Education code 38.0041	Jami Renner Sherry Nelson	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	Ben Renner	Board Policy BQ (LEGAL), EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 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. 	Education Code 33.005	Jami Renner Sherry Nelson	Board Policy BQ (H), FFEA(H)