

Texarkana Independent School District

Westlawn Elementary

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westlawn Elementary is a Title I school because 100% of the students qualify for free and reduced lunch and are economically disadvantaged. The students are some of the most resilient young people in the entire town. Of the 286 student population, 228 are African American, 32 Hispanic, 35 Caucasian, 7 American Indian, and 15 are two or more. Many of the students live in poverty and are products of generational poverty. Most of Westlawn's families rely on government assistance and live in government housing, which increases the likelihood of a high mobility rate between campuses within TISD and other Texarkana districts. According to Eric Jensen (2009), the development of the brain of children from poverty is different from that of their peers who do not grow up in similar environments. Stress from school adds to the dilemma that students face and causes more hardships for them.

30% of our students qualify for Special Education Services. Our campus now hosts two self-contained special education classes. In addition to those classes, our campus also serves several students who attend specialized classes under their IEP agreements. Westlawn Elementary also provides state-mandated services to our students. Our students who are identified as Gifted and Talented participate in the district G/T program which is housed on our campus. The number of students being served by an ELL teacher is less than 5%. Our district provides an ESL teacher who works with teachers to ensure that the student is receiving Sheltered Instruction within our classrooms.

The staff of Westlawn Elementary consists of a Principal, two Assistant Principals, an Instructional Coaches (provided by the district 4 days each week for math teachers), a Counselor/VIP Coordinator, a 504 specialists, Diagnostician, 18 General Education Teachers, three Interventionists, two Gifted and Talented Teachers, two SpEd Self-Contained Teachers, three SpEd Collaborative Teachers, one Instructional Paraprofessionals, two teachers and three paraprofessionals serve as Elective staff, Receptionist, Admin Assistant, the support of two Speech Pathologists, Occupational Therapist, two Dyslexia Teachers, Physical Therapist, four Custodians and Cafeteria Workers. Of the 74 staff members, 43% are African American, 1% Hispanic, and 54% Caucasian. For 2025-2026, we currently have 75% of the Westlawn teaching staff had 0-3 years experience and 25% who are experienced teachers. Of the 25% experienced teachers two are Master Teachers with Distinguished honors. All staff are provided with training and support throughout the year. Due to our high percentage of students in poverty and with over half of the instructional staff being novices, we are requesting additional professional development and resources that specifically targets how to work with students of poverty and help close achievement gaps.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. State law has long required teachers to hold a degree and be certified in the area(s) to which they are assigned. Federal law as set out in Public Law 107-110, No Child Left Behind Act of 2001, reemphasized this state requirement. According to the law, all teachers in states and/or school districts accepting Title I, Part A funds must be highly qualified to teach in the area(s) to which they are assigned by the end of the school year of 2005-06. While appropriate certification is important, passing the State TExES or meeting the H.O.U.S.E. requirements, experience, and relevant professional development are also essential and must be considered when evaluating staff. Westlawn teachers continually strive to improve and strengthen their teaching capability and instructional delivery methods by participating in staff development that is current and relevant to their needs. The Westlawn faculty recognizes that all students are diverse and that many have specific learning needs. Thus, the focus is on identifying students with specific needs and providing appropriate differentiated assistance and/or remediation where needed. To prepare students to work in a 21st-century collaborative environment, the campus has placed an increased emphasis on the implementation of and training in collaborative learning models of instruction, such as student engagement structures. We have requested a stipend for Team Leaders and Teacher Mentors to compensate for the time they spend working with staff. In addition, Westlawn has been given the School Foundations Grant to continue building teacher capacity in planning and pedagogy by conducting Extended Wednesday Planning Sessions twice a month and providing professional development for all staff during this time.

Demographics Strengths

In 2023, Westlawn and Theron Jones (Westlawn's feeder school) was one of a few schools that received the ESF-Focused Support Grant to bridge the achievement gap between 2nd and 3rd grade. The prioritized focus areas were: 1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction and 5.1 Professional Development for Effective Classroom Instruction. Ed Direction has partnered with TISD through the Resilient School Support Program to deliver support to teachers and leaders at Theron Jones. We have created customized Professional Development for teachers, data support to district leaders, and leadership coaching to campus leaders. In addition to the professional development, progress monitoring through class walkthroughs, and ongoing observations will yield positive outcomes for student achievement.

Westlawn Elementary considers one of its strengths to be parent involvement in activities and school to home learning through campus-wide events planned and implemented by campus staff. Since COVID, we have seen a slow increase in parent/community involvement in our school activities. We will continue to work hard to build our community and parent support by providing opportunities throughout the year for our community partners & families to come together.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are lacking important and very necessary social emotional skills along with academic deficits.

Root Cause: A root cause analysis was conducted using the Leader In Me MRA staff survey data along with team meetings. It was determined that students are lacking basic needed communication skills in order to work cooperatively together.

Student Learning

Student Learning Summary

Analysis of the STAAR data indicates that the achievement of the African American, Economically Disadvantaged, and Special Education are significantly lower than the other subgroups of Hispanic and White. Westlawn continues to employ reading and math interventionists to fill the achievement gaps of our struggling students. A comprehensive writing approach will continue to be the focus to implement writing across the content areas. For the 2025-2026 school year, TISD will focus on math using Bluebonnet Learning and the writing portion of the literacy initiative. Teachers and administrators will be attending training on incorporating effective math skills and writing into their daily instruction in all content areas. A hands-on approach will continue in the area of science along with continuing to implement the district curriculum and cooperative/collaborative instructional strategies. We are excited to have the opportunity to send a team of teachers to participate in the district-wide Math, Reading, and Science curriculum initiative to assist teachers in student engagement as well as learn the new curriculum.

Below is the data from 2025, there continues to be a substantial degree of student learning loss compared to the 2022 school year for STAAR Data.

2025:

READING: STAAR 2025 overall reading was **29%** for Approaches; **7%** for Meets, and **2%** for Masters.

MATH: STAAR 2025 overall math was **12%** for Approaches; **6%** for Meets; and **1%** for Masters.

SCIENCE: STAAR 2025 overall science was **24%** for Approaches; **2%** for Meets; and **0%** for Masters.

Note:

34% of students on campus met expected growth for 4-5 STAAR Mathematics.

32% of students on campus met expected growth for 4-5 STAAR Reading and Language Arts.

2% of students on campus scored at Meets Grade Level on the STAAR Science.

2024:

READING: STAAR 2024 overall reading was 40% for Approaches; 8% for Meets, and 1% for Masters.

MATH: STAAR 2024 overall math was 24% for Approaches; 7% for Meets; and 0% for Masters.

SCIENCE: STAAR 2024 overall science was 17% for Approaches; 0% for Meets; and 0% for Masters.

2023:

READING: STAAR 2023 overall reading was 40% for Approaches; 21% for Meets, and 15% for Masters.

MATH: STAAR 2023 overall math was 25% for Approaches; 5% for Meets; and 20% for Masters.

SCIENCE: STAAR 2023 overall science was 12% for Approaches; 0% for Meets; and 10% for Masters.

For students not meeting the district promotion standards, summer school is held on the Westlawn campus.

Students who attended Summer Learning received concentrated instruction over areas of need and recommendations for placement to the next grade level were made.

CNA for Targeted Support:

The campus leadership team met with district leaders to discuss the 2024 accountability rating of the findings below:

The Campus Leadership Team met to discuss the 2024 Accountability Rating. The campus overall rating was an F comprised of projected ratings: Domain 1 (F rating), Domain 2 (F rating), and Domain 3 (D rating). Westlawn is identified as a Targeted Improvement Required campus. However, **we were not ?** in the bottom 5% of schools failing. We have identified Comprehensive progress which is what we will need to be for the 2025 STAAR Assessment. Under the Effective School Framework, Westlawn's focus will be:

3.1 Positive School Culture explicit school-wide behavior

5.1 Professional Development for Effective Classroom Instruction

During the Root Cause Analysis, the Campus Leadership Team brainstormed possible reasons for the ratings in all domains. The reasons were: (areas of influence) class size, teacher turnover, literacy initiative/too many programs, student behavior, growing special education pop/specialized support, lack of experience with student demographics, lack of experience with curriculum, lack of parental support, feeder school transition, mobility, Maslow's Hierarchy of Needs, attendance, medical needs not met, (areas of control) under-supported ELL population, planning differentiation, planning time, teachers leaving in the middle of the year, and new leadership and leadership team. The circle of control consensus that was further discussed was planning for Tier 1 Instruction and RTI. There is an extensive amount of planning that is required to meet the wide range of academic needs in each classroom based on the number of students that are not on grade level.

Westlawn will be supported by the district as a TIER III Campus - systemic Support:

- Weekly meetings with Tiering Coach -Ms. Tidwell
- Monthly meeting with the District Tiering Support Team
- Priority District level support including Content Coordinators, SpEd Coordinators, and District Level IC's
- Priority behavior support based on data (training, observational feedback, and coaching)
- Priority professional development as identified by data
- Priority data support as needed
- Implementation of HQIM curriculum (Math- Bluebonnet for Learning and Reading- SAVVAS)

Student Learning Strengths

We have a population of students that want to learn. Although many of our students come from economically disadvantaged background with little or no academic support from home our students come with a desire to learn. Our families do want to support their students academic learning, it's because they may not have the resources, understanding, or capabilities to assist at home. However, many are an advocate for their child. Our School Counsel has been an asset in assisting to bridge the link between home, school, and community. Many of our families have received outside community resources to meet their family needs.

TISD has also provided a meal service during the After School Program, summer feeding programs, extra curricular activities (mini-camps) such as STEM camp, Robotics camp,

ACE, etc. to reinforce academics. Scholarships were available for students to participate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2025, based on STAAR Reading, only 32% of our students in grades 3-5 were at Approaches or above.

Root Cause: Lack of effective planning and early intervention in phonics and comprehension to impact instruction.

Problem Statement 2 (Prioritized): In 2025, based on STAAR Math, only 34% of our students in grades 3-5 were at Approaches or above.

Root Cause: Lack of effective planning and early intervention in math basic skills to impact instruction.

School Processes & Programs

School Processes & Programs Summary

Developing a student who understands the importance of making a difference in their community and who excels in all academic areas is the vision for Westlawn Elementary. Specializing in the learning styles of students in grades 3-5, Westlawn Elementary provides a balanced curriculum with emphasis on leadership and community action through the integration of FranklinCovey Education's "*The Leader In Me*" program. By exploring subject matter through a leadership focus, today's students become tomorrow's global leaders.

The staff of Westlawn Elementary school believes in the holistic approach to the education of a child. This approach includes a well-rounded academic education and includes the development of strong universal character traits and social skills. Westlawn believes in providing opportunities for students to participate in community service events to cultivate within each child a desire to give back to the community.

With this philosophy in mind, the instructional processes must be intentional to serve the needs of the students. The master schedule now includes response to intervention (Rti) time using IXL within each section of every content. Before, RTi was only for reading and math. IXL is also a tracking system for teachers and administrators to process-monitor to address areas of growth and celebrate areas of success.

Teachers will participate in learning walks in which they observe classrooms and discuss findings centered around the student-friendly learning objective, student engagement, and also leave feedback for the teacher observed. This version of job-embedded professional development has proven to be beneficial in assisting teachers to grow in instructional delivery and classroom management.

Students participate in five electives (Technology, Leader In Me-Social Emotional Learning, Physical Education, Fine Arts, and Library). We provide scheduled weekly instructional planning opportunities for the instructional coaches and administrators to dialogue with all teachers (homeroom, interventionists, and collaborative) about the direction of the next week's lessons using the HQIM Resources. As common assessments are taken, data is presented about the needs of the grade level as a whole, teams, and homeroom classes. With the number of new teachers, we are also requesting funding for our Extended Planning Sessions twice a month to build teacher capacity with content and curriculum. We are also requesting outdoor learning centers to allow our students to move learning opportunities outside the classroom. In addition, we are requesting funds to replenish our Reading Book Worm vending machine which will provide our students access to additional literature that they do not have access to at home. Also, Westlawn is a campus with the ACE Program which offers after-school enrichment, tutorials, and social and emotional support to more than 60 students each semester. Finally, we are requesting funds for campus wide tutorials that include students who are not in the ACE Program in order to meet their academic needs and close achievement gaps.

The leadership team is composed of the principal, two assistant principal, instructional coaches (at the district level and scheduled to come to Westlawn to support instruction), and a counselor. Our Monday LT (leadership team) meetings are held weekly for the team to quickly discuss their focus for the week and share valuable information about the staff, students, and/or parents. We meet as needed throughout the week to discuss big rocks such as changes in schedules, staff attendance, and upcoming events. We also meet every other Monday with our Guiding Coalition Team which is comprised of Leaders and Lead Teachers to discuss the needs of the campus as related to Culture, Academics, and Leadership.

In addition, we would like to incorporate our Leader In Me student clubs soon as a way to motivate all students. This would require a stipend for the LIM Coordinator.

Each quarter we meet with our Campus Quality Improvement Control Committee to discuss the State of the School from celebrations, academics, attendance, behavior, staffing, and the necessary needs of the campus.

In 2025-2026 school year, the campus has hired an ISS teacher supported by the district as a measure to hire a person who has a background in supporting students with social and emotional deficits and who struggle with making good choices. This ISS program will be structured in a way that LIM and coping strategies will be taught so that scholars can become leaders of themselves and then others. The district also has provided Westlawn with an additional Behavior Support Aide as a means to help with the campus behavior. Last year, Westlawn implemented a Culture of Love academy that requires teachers to teach appropriate behavior using our campus matrix which includes written lessons for all transitions and expectations within the building. Scholars also have a chance to earn LiveSchool points which they will then cash in for various prizes. This system was implemented last year and proved to be a game-changer for scholars' behavior on campus.

School Processes & Programs Strengths

The implementation of grade level team leads (Guided Coalition Team) has assisted in teacher effectiveness and provided leadership roles for those in the district leadership academy. This has assisted with the unity of the staff and provided opportunities for the staff's voices to be heard. By placing these meetings on the calendar, it shows the importance of coming together to problem solve and seek solutions for all stakeholders.

The campus leadership team utilizes data analysis from the following sources: benchmark scores, STAAR scores, demographic data, student records, discipline records, campus facility and technology needs, district safety audit findings, input from CQIC, surveys from students, parents, and staff, along with special populations reports.

Perceptions

Perceptions Summary

Over the past couple of years, there has been a focus on shifting the culture and climate of Westlawn Elementary. In 2014-2015 Westlawn Elementary became a Leader In Me Campus. Through this process, our staff embedded the 7 Habits into their daily lives as well as their lessons and curriculum. The campus celebrates student leaders every six weeks. Each year, student and parent lighthouse committees are created to provide a voice for both groups. Students feel safe at school and indicated the staff cares about their success. Across the board, surveys have shown a need to be more involved. Parents have been contacted by their homeroom teachers, administration, and the VIPS coordinator regarding family nights in the fall and spring semesters. This is a time to fellowship together with the family, share a meal, and learn different strategies that can be used at home to encourage achievement at school. In 2020-2021 the make-up of the Campus Lighthouse Team changed to include all members of the Leadership Team (Campus Principal, Assistant Principals, Guided Coalition, and Counselor) to have a full understanding and the use of common language since it was a new leadership team. The team participated in an in-person training with LIM Coach, where we took the LIM rubric and rated where we were as a campus with Leader In Me. Our focus each year to operate using three action teams within LIM: Culture, Leadership, & Academics. It was important for us to understand the expectations for how we want to grow with the implementation of LIM. With the high Teacher turnover rate each implementation is slow but we manage to make it happen.

In addition to these events we have several community partners who play a special role on our campus. We are thankful to have the support of First Baptist Church on Morris Lane who supports our campus by volunteering their services by supporting various functions we have on campus and by celebration our Lighthouse Team at the end of the year. We also have our Boys to Men Club and Precious Gems for girls who are our Tiger Leaders for Westlawn. We also have other churches in our community like Trinity Presbyterian Church, First Baptist in Nash, Memorial Baptist Church who help celebrate our staff and students during Christmas, Back to School, Christmas and just because. As of the 25-26 school year the Delta Sigma Theta Sorority has adopted Westlawn to partner with and support as needed.

With our Westlawn Facebook, Twitter page, and TalkingPoint platforms, we are able to share the great things that are happening within the campus, provide important information, and invite parents to participate in their child's education.

Two areas of continued improvement are Family Engagement and Instructional Efficacy. From parent and staff surveys, 61% indicated a need to improve family engagement and 64% indicated a high level of need in an area of assistance with Instructional support. With the change in systems regarding how Instructional Coaches would be utilized impacted teacher preparation and performance. With over half the campus being new to instruction and the returning teachers only having 1-3 years experience effective instruction was daunting at best. The three Interventionist had to cover classrooms where teachers resigned their position.

Because we were able to hire earlier for the 25-26 school year, more experienced and certified teachers are now a part of Westlawn's instructional team. This gives us a great opportunity to provide quality instruction with support through walkthroughs and observations, data-talks regarding accountability, professional development focused on building teacher capacity, and timely feedback to impact instruction in the moment.

We will continue using our social media platforms, Google Classroom, TalkingPoints, and Daily Folders to continue to reach out to our parents inviting them to participate in their child's education. We will also implement a monthly newsletter as another means of communication with our families.

Perceptions Strengths

We will continue to seek parent involvement in the 2025-2026 school year. We will strive to have high attendance during family nights in the fall and spring. These events provide our parents with an opportunity to receive resources both academically and socially. Parents are comfortable calling and speaking to our administrators, counselor, and VIP representative when they struggle with obtaining necessities, such as food, electricity, and resources addressing mental health.

Our goal is for our parents to feel welcomed, heard, and supported here at Westlawn.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are struggling with building teacher capacity due to the high number of new teachers each year.

Root Cause: Teacher retention is difficult to maintain due to the social emotional behaviors of students, the lack of instructional support on a continuous bases, and the lack of having experienced teachers as mentors.

Priority Problem Statements

Problem Statement 1: In 2025, based on STAAR Reading, only 32% of our students in grades 3-5 were at Approaches or above.

Root Cause 1: Lack of effective planning and early intervention in phonics and comprehension to impact instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 2025, based on STAAR Math, only 34% of our students in grades 3-5 were at Approaches or above.

Root Cause 2: Lack of effective planning and early intervention in math basic skills to impact instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We are struggling with building teacher capacity due to the high number of new teachers each year.

Root Cause 3: Teacher retention is difficult to maintain due to the social emotional behaviors of students, the lack of instructional support on a continuous bases, and the lack of having experienced teachers as mentors.

Problem Statement 3 Areas: Perceptions

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback





Goals

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

Performance Objective 1: By June 2026, 60% of all students will meet or exceed expected growth for grades 4-8 STAAR Mathematics and Algebra 1 EOC.

High Priority

Evaluation Data Sources: 2026 STAAR Performance
 IXL Progress Monitoring
 Unit/Grading Period Assessments
 District Benchmarks/Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete 15 questions per week in IXL (approximately 30 minutes weekly). Strategy's Expected Result/Impact: Increase in growth by 60% percentages on STAAR Math. Staff Responsible for Monitoring: Principal and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will conduct grade level data review meetings to discuss student data following end of grading period assessments, benchmark assessments, and IXL. Strategy's Expected Result/Impact: Increase student performance in mathematics on the state assessment by decreasing student gaps and building grade-level and above skills Staff Responsible for Monitoring: Principal and Administrators</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: By June 2026, 60% of all students will meet or exceed expected growth for grades 4-8 STAAR RLA, SLA, English I, and English II EOC.

High Priority

Evaluation Data Sources: 2026 SAAR Performance
 IXL Progress Monitoring
 Unit/Grading Period Assessments
 Benchmarks/Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete 15 questions per week in IXL (approximately 30 minutes weekly).</p> <p>Strategy's Expected Result/Impact: Increase student performance in reading on the state assessment by decreasing student gaps and building grade-level and above skills.</p> <p>Staff Responsible for Monitoring: Principal and administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June







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: By June 2026, the percentage of students scoring at the "Meets Grade Level" on the STAAR/EOC Science and Social Studies assessment will increase by 10 percentage points?

High Priority

Evaluation Data Sources: 2026 STAAR Performance
 Unit/Grading Period Assessment
 Benchmark/Interim





Strategy 1 Details	Reviews			
<p>Strategy 1: All students will show progress on weekly common formative assessments and exit tickets.</p> <p>Strategy's Expected Result/Impact: Increase student performance in science and social studies on the state assessment by decreasing student gaps and building grade-level and above skills</p> <p>Staff Responsible for Monitoring: Lead Teacher, Principal, and Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: By June 2026, there will be a decrease in discipline referrals submitted for PEIMS per six weeks with 5 checkpoints.

Evaluation Data Sources: TEAMS & PEIMS reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a consistent classroom and campus management plan. Strategy's Expected Result/Impact: 2025-2026 Reduction in discipline referrals from 2024-2025 academic school year. Our goal is to have a percentage decrease in each of our checkpoints (each six weeks). Staff Responsible for Monitoring: Assistant Principals/Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Positive Behavioral Intervention & Support for both the campus and classroom for behavioral Tier 3 students. Strategy's Expected Result/Impact: Intentionally schedule and hold proactive student group meetings throughout the year. Staff Responsible for Monitoring: Principal, Assistant Principals, & Behavior Interventionist</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide staff with job-embedded professional development with our behavior consultant several times throughout the school year to provide additional tools for teachers and students. Strategy's Expected Result/Impact: Staff have additional tools to better support our students social emotional well being. Target specific functional behaviors and an action plan to address them. Staff Responsible for Monitoring: Assistant Principal/Counselor/Prinicpal</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff with job-embedded professional development with student engagement strategies to support both student social emotional skills. Each staff member will be intentionally coached by a campus team lead and/or administrator on class building/teambuilding monthly.</p> <p>Strategy's Expected Result/Impact: Build a cohesiveness among students where they are an active part as a community of learners and maximize academic achievement.</p> <p>Evidence: Campus calendar; Coaching feedback forms; sign-in sheets</p> <p>Staff Responsible for Monitoring: Team Leads, Principal, and Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide all classrooms with technology including projectors and screens that will enhance the learning environment to support students with direct and indirect instruction.</p> <p>Strategy's Expected Result/Impact: Staff and students have additional tools to better support the instructional learning environment. These tools will help build a culture of learners and maximize academic achievement.</p> <p>Staff Responsible for Monitoring: Assistant Principal/Counselor/Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 2: By June 2026, 95% of students in grades 3-5 will maintain data binders to track their academic and personal progress throughout the school year.





Evaluation Data Sources: Students will enter data from end of grading period assessments, benchmarks, and exit tickets. Students will have one personal goal for reflection. Students will be celebrated when they meet their goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: 2025-2026 LIM Action Team will meet with teachers each six weeks to pace the development of student leadership binders.</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 individual goals whether personal and/or academic. Student will update their Leadership binders weekly.</p> <p>Staff Responsible for Monitoring: LIM Academic Facilitator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2026, students will share their academic and personal goals with another adult and/or peers during Student Led Goal Tracking Conferences.</p> <p>Strategy's Expected Result/Impact: Students will be able to verbalize whether they met their personal and academic goals .</p> <p>Staff Responsible for Monitoring: Principal and Administrators</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: By March 2026, campus principal and assistant principals will complete a minimum of 4 walkthroughs for new teachers and 2 walkthroughs for veteran teachers.

Evaluation Data Sources: Walkthrough evaluation forms through Edgience.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will create a campus schedule of for administrators to complete walkthroughs.</p> <p>Strategy's Expected Result/Impact: Accountability and expect to see improvement in the quality in improvement of instructional strategies taking place in the classrooms.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2025-2026, A campus schedule of for the Administrators to complete classroom visits with teacher feedback on instructional strategies.</p> <p>Strategy's Expected Result/Impact: Accountability and expect to see improvement in the quality in improvement of instructional strategies taking place in the classrooms.</p> <p>Staff Responsible for Monitoring: Principal and Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By June 2026, each teacher will be coached on a student engagement structure a minimum of 1 time per six weeks by a leader teacher or administrator.</p> <p>Strategy's Expected Result/Impact: We expect to see higher levels of student engagement in our walkthrough data forms.</p> <p>Staff Responsible for Monitoring: Lead Teachers, Principal, and Administrators</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: By May 2025 school year, 100% of our teachers will receive training in instructional and behavioral strategies, implement these strategies weekly as noted in lesson plans and classroom observations, and receive ongoing support in order for teachers to provide best practices for establishing and maintaining a strong classroom culture that maximizes instructional time & builds strong relationships.

High Priority

Evaluation Data Sources: Calendar of Events, Sign In Sheets, Lesson Plans





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in Kagan Structures Professional Development that is embedded with the TISD Curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to provide engaging, rigorous instruction to ensure ALL students are learning and mastering the content.</p> <p>Staff Responsible for Monitoring: Principal and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement at least one student engagement structure strategy into their lesson plans each grading period.</p> <p>Strategy's Expected Result/Impact: Teachers will intentionally plan to incorporate a student engagement structures into their lesson design.</p> <p>Staff Responsible for Monitoring: Lead Teachers, Principal, and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, administrators, and interventionist will participate in 2 instructional walks where they will either coach or be coached. These sessions will ensure effective implementation of the structures to impact Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: Increased engagement and student performance, decreased discipline.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</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: Continue the extension of the Leader in Me Program from school to home and maintain our improved rate of family/community participation of school activities with increase of 5% by June 2026.





Evaluation Data Sources: VIPS Activity Logs
Parent/Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Involve parents in the implementation of Leader in Me by providing 7 Habits of Highly Effective Families events. Examples Include: Family Nights School to Home Connection Activities LIM Monthly Student Celebrations Mother/Son Father/Daughter Dance LIM Newsletter Summer Reading with Parents</p> <p>Strategy's Expected Result/Impact: Continue to maintain high parent participation on campus events provided throughout the year. We will have sign-in sheets for each event. Staff Responsible for Monitoring: Family & Community Engagement Specialist</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 2: We will facilitate family and community involvement in the growth and success of the student.

Evaluation Data Sources: Sign-In Sheets from after school events. Data from ACE Program.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule community workshops and parent education opportunities. Research and provide parents with information regarding vocational degrees and certifications through Texarkana College.</p> <p>Strategy's Expected Result/Impact: By June 2026, provide a minimum of four opportunities to share how parents can access community resources.</p> <p>Staff Responsible for Monitoring: Family & Community Engagement Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize social media accounts such as Facebook to communicate events as well as showcase our students and staff to create and maintain positive PR with all stakeholders. Also the TalkingPoints platform will allow staff and parents to have a two-way communication to better support students.</p> <p>Strategy's Expected Result/Impact: Increase positive student, parent, and community interactions resulting in increased parent participation at school events.</p> <p>Staff Responsible for Monitoring: Family Engagement Specialist/Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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)

<p>17. College and University Admissions and Financial Aid (All grade levels)</p>	<p>Education Code 11.252.28.026, 51.803</p> <p>19 TAC 5.5, 61.1201</p>	<p>Ben Renner</p>	<p>Board Policy BQ (LEGAL), EIC (LEGAL)</p>
<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 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. 	<p>Education Code 33.005</p>	<p>Jami Renner</p> <p>Sherry Nelson</p>	<p>Board Policy BQ (H), FFEA(H)</p>