

Texarkana Independent School District
Dunbar Early Education Center
2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paul Laurence Dunbar EEC serves approximately 300 Pre-Kindergarten students comprised of both three and four year old children. Currently 146 of our students are partnered with Texarkana Head Start. The ethnic distribution of students was as follows: African American 83%, White 5%, Hispanic 7%, and Two or More 5% for the 2018-2019 school year. 100% of the students qualify for free and reduced lunch. Over the last 6 years, over 98% of our student population have been economically disadvantaged. Our LEP/ESL population has seen a steady increase over the last three years. We have also seen a large growth in our Special Education population. This growth has caused us to implement a second collaborative class for the 2018-2019 school year. Dunbar staff have been trained and are implementing Conscious Discipline to increase effective classroom management and student self-management.

Capacity for enrollment is 320 students with a total of 18 sections. In order to serve our students, Texarkana ISD currently employ fifteen general education teachers, four special education teachers, nineteen instructional aides and one coach. Each classroom has a teacher and instructional aide. We have one Principal, one Assistant Principal, one Instructional Coach, one Behavior Support Specialist, one counselor (shared with Wake Village), one Administrative Assistant, one Receptionist, one Health Aide, one Library Aide, three custodial staff members and three child nutrition staff members.

As reflected in our student economic status, the majority of our community members and parent/guardian(s) are identified as low socioeconomic.

Demographics Strengths

Paul Laurence Dunbar's strength is being in partnership with Texarkana Head Start. This allows us to serve approximately 75 additional students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We struggle to maintain diversity on our campus. **Root Cause:** Due to the school's location and low socioeconomic population

served, our diversity is limited.

Problem Statement 2: We struggle with consistent parental involvement. **Root Cause:** Due to the parents' work schedule, lack of transportation, and unreliable contact information, consistent parental involvement is a struggle.

Student Academic Achievement

Student Academic Achievement Summary

Student achievement at Paul Laurence Dunbar EEC will be measured against the ten skill domains outlined by the State of Texas Pre-Kindergarten Guidelines. Using the Frog Street Press Pre-Kindergarten curriculum will provide us with a viable curriculum to address the ten domains of Pre-Kindergarten readiness: Social and Emotional Development, Language and Communication Development, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics, Sciences, Social Studies, Fine Arts, Physical Development and Technology. Students will be assessed three times a year (Beginning, Middle and End) using the Frog Street Assessment tools. Paul Laurence Dunbar EEC is celebrating that the campus surpassed their **Reading Target Goal of 90% with 91%** and surpassed **Math Target Goal of 89% with 93%**.

Student Academic Achievement Strengths

INDICATOR	BOY 2017-18	BOY 2018-2019	EOY Goal 2018-2019	EOY Actual 2018-2019
Vocabulary	BOY-72%	BOY-82%	95%	98%
Uppercase Letters	BOY-33%	BOY-30%	90%	89%
Lowercase Letters	BOY-29%	BOY-28%	90%	86%
Shapes	BOY-61%	BOY-58%	90%	92%
Numeral Recognition	BOY-38%	BOY-36%	85%	89%
1:1	BOY-63%	BOY-64%	95%	97%
Rote Counting	BOY-47%	BOY-43%	90%	95%

INDICATOR	BOY 2018-19	EOY Actual	Difference BOY to EOY
Alliteration	16%	50%	+34
Comprehension/Text	21%	53%	+32
Name Writing	35%	76%	+41

INDICATOR	BOY 2018-19	EOY	Difference
		Actual	BOY to EOY
Approaches to Learning	69%	89%	+20
Rhyming	22%	62%	+40
Social-Emotional	57%	77%	+20
Sentence Structure	47%	69%	+22
Follow Directions	96%	87%	-9
Writing	43%	84%	+41
Syllables and Sounds	50%	90%	+40
Letter Sounds	MOY-71%	83%	+12

Students receive scheduled RTI daily after beginning of the year testing and additional pull-outs at least twice a week after the middle of the year testing, if not sooner.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Comprehension of Text is a concern with all student groups and populations. **Root Cause:** The implementation of effective strategies and questioning during read alouds and other literacy lessons.

School Processes & Programs

School Processes & Programs Summary

In order to continue to increase learning and ensure targeted instruction, new and current staff will continue trainings that will ensure and/or sustain the correct implementation of the Frog Street Curriculum, Intentional Coaching work as needed with the Instructional Coach, and continuing education through Professional Development sessions via the district, Jenna Fleming Yvette Barham (LIM) and the campus Instructional Coach. The staff is devoted to the students and go above and beyond the criteria listed in their job description.

School Processes & Programs Strengths

Dunbar EEC has in Instructional Coach that offers mini professional development sessions during their Instructional Focus Meetings and after school. The Instructional Coach plans with the teachers during their planning time, coaches and mentors the new teachers and offers suggestions during observation and shadowing by "whisper coaching."

Perceptions

Perceptions Summary

Our goal at Paul Laurence Dunbar EEC is to become the model Pre-Kindergarten Center in our metropolitan area. We are partnered with Texarkana Head Start to ensure academic readiness of Pre-Kindergarten students transitioning to Kindergarten by bridging the gap between Head Start and Pre-Kindergarten. We have a full day Pre-Kindergarten program to assist students in their transition to elementary school. We provide all students with a safe and nurturing learning environment. We will continue to implement conscious discipline and start social skills classes so that the students learn to be responsible for their behavioral choices.

According to the teachers, the climate and culture of our campus is safe, supportive and sets high standards for academic performance for all students.

Partners, such as the Dunbar Alumni, and other community members are prime stakeholders in the success of our campus. We strive to keep parents and stakeholders involved with our campus activities through constant communication and opportunities for volunteerism.

Perceptions Strengths

According to our campus survey, 100% of the teachers on our campus feel that our school is a supportive and inviting place for students to learn and grow.

Dunbar EEC offers parent workshops, family game nights, and other family and community engagement events throughout the year. Each of these events are well attended by parents/guardians and community members.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals


Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.

Performance Objective 1: By the end of the school year, 80% of all students and student groups will meet or exceed the Frog Street Curriculum indicators for Early Literacy .

Evaluation Data Source(s) 1: BOY, MOY and EOY
 RTI Groups
 Teacher Progress Monitoring

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Continue implementation of the district approved Pre-Kindergarten curriculum with a focus on Read- Aloud questioning, letter identification and sound as evident in lesson planning and observation.	Instructional Coach	Increase in letter identification, letter sound, comprehension and text.				
2) Focus on Comprehension by providing training and strategies to strengthen summarization and story re-telling.	Instructional Coach	*Increase in student comprehension- Evident on Frog Street Assessment *Increase in student engagement during read aloud with rigorous and higher order thinking questions.				



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


Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.

Performance Objective 2: Increase academic readiness in all student groups through the delivery of a rigorous and relevant instructional program supported by targeted small group instruction.


Evaluation Data Source(s) 2: Student Assessments
RTI Groups/Progress Monitoring

Summative Evaluation 2:

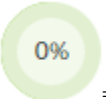
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide training for all classroom teachers on Frog Street Press curriculum and assessment tools.	Instructional Coach	Effective and consistent testing for Frog Street Assessment and report cards				
2) Using data from formal and informal assessments, teachers will determine the students' strengths and weaknesses. Teachers will then provide targeted instruction based on these results.	Teachers	Increase in the students' academic performance				
3) Provide more individualized and intensive instruction during our scheduled pull-outs.	Assistant Principal	Increased performance in the students' areas of weakness				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: Paul Laurence Dunbar Early Education Center will provide all students with a safe environment that is conducive to learning by reducing classroom removals.

Evaluation Data Source(s) 1: Discipline Reports
Conscious Discipline Checklists

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implement, facilitate, and manage a fair and consistent discipline plan using the conscious discipline strategies for students in Pre-Kindergarten.	Assistant Principal	Increased effective classroom management *Routines in the classroom. *Students self-correcting *Utilizing the safe place. *Increase in the studentsâ vocabulary and their ability to make proper choices when itâs concerning their emotions. *Monitoring and adjusting will take place throughout the year. *Decrease in students being removed from the classroom *Decrease in student meltdowns *Increase in academic data				
2) Implement and utilize Social Skills lessons to reinforce positive environments on campus	Behavior Support Specialist	Decrease in student misbehavior and increase in student self-management				
3) All campus personnel will implement the 7 Habits of Leader in Me throughout their daily routines.	Principal	A positive and leadership driven cultural change throughout the campus.				
						

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 2: To ensure the academic readiness of Pre-Kindergarten students transitioning to Kindergarten, Paul Laurence Dunbar has partnered with Texarkana Head Start to bridge the gap between Head Start and public schools.

Evaluation Data Source(s) 2: EOY Data

Number of students performing on level at the end of the school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Develop and implement a high quality and fully engaged Pre-Kindergarten program to assist in the transition to elementary school.	Principal Head Start Director	More students performing on grade level at the end of the year.				
2) Develop and implement a read aloud template to use during our read aloud walks.	Principal Head Start	Partnership classes should mirror each other during their read alouds. Increase in student comprehension				


Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: Provide staff development activities and develop a culture of learning through professional dialogue with all staff to support professional goal attainment.


Evaluation Data Source(s) 1: Training documents
 Agendas and Meeting Notes
 Lesson plans

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Conduct weekly Instructional Focus Team meetings with teachers.	Principal Instructional Coach	Collaboration between to teachers to increase instructional performance and student achievement.				
2) Provide mini professional development sessions on areas of need in regards to literacy and mathematics.	Instructional Coach	To strengthen the instructional areas of concern to positively impact student achievement				
3) Conduct monthly meetings and mini professional development sessions with Instructional Aides.	Assistant Principal	Increase professionalism in Instructional Aides to have a positive impact on student achievement.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 2: Effectively implement teacher and instructional aide learning walks to determine the needs and increase the level of thinking and the level of questioning to improve student performance


Evaluation Data Source(s) 2: Learning Walks data and documentation form

Summative Evaluation 2:

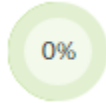
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Intentionally plan our questions during our IFT meetings for each subject area.	Instructional Coach	Increase in critical thinking and student comprehension Incorporate a variety of researched based teaching strategies.				
2) Establish debriefing meetings to discuss the "glows and grows" of the targeted focus of the learning walks.	Instructional Coach	Knowledge of various teaching strategies and methods of implementation				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: Dunbar Early Education Center will increase community/parent involvement and establish positive community partnerships through personal, media and written communication.

Evaluation Data Source(s) 1: Sign-in Sheets
Parental Contacts and Resources
Newsletters

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Initiate personalized communication with parents and community through multiple means of communication: TISD Website, Facebook, Marquee and newsletter.	Principal Assistant Principal	To inform parents and community of upcoming campus events. To showcase the students' academic and service learning experiences.				
2) Host parent meetings and training sessions twice per semester. *Parent Make and Take *Fall Family Fun Night *Spring Family Fun Night *Spring Make and Take	Principal	Increase in Parental and community involvement				
						

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Kamilah Golston	Instructional Coach
Administrator	Lakesha Taylor	Principal
Administrator	Vanessa Buchanan	Assistant Principal
Classroom Teacher	Tametra Johnson	Teacher
Classroom Teacher	Mona Noiël	Teacher
Classroom Teacher	Tiffany Studebaker	Teacher
Classroom Teacher	Jennifer Hartman	Teacher
Classroom Teacher	Jennifer Tyler	Teacher
Classroom Teacher	Alicia Thompson	Teacher
Classroom Teacher	Ronald King	Teacher
Classroom Teacher	Shelly George	Teacher
Business Representative	Joe Tyler	Barrett & Tyler Law Firm
Business Representative	Kimberly Burse-Reece	Professor
Community Representative	David Hardy	Pastor of House of Refuge Church
Parent	Carlene Cook	Parent
Parent	Angela Jackson	Parent
Parent	Brandon Wilkins	Parent
Parent	Sharonda Price	Parent
Community Representative	Jean Matlock	City Council
District-level Professional	Laurie Pace	Director of Humanities

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)	Jamie Friday	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)	George Moore	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.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
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 	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.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<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	Autumn Thomas	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 	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.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● 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 	<p>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</p>	<p>Sherry Young</p>	<p>The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</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>	<p>Shawn Davis</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Holly Tucker</p>	