

Texarkana Independent School District

Highland Park Elementary

2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Highland Park Elementary is a neighborhood school that has proudly served our neighborhood students for over 100 years. We are a very diverse campus with two district programs, the RISE program and a one way dual language program. Our RISE program houses a fixed number of students that receive special services in order to be successful. Our bilingual program is a one way Spanish program which follows the Gomez and Gomez instructional model for language acquisition. This program has continued to grow yearly with 146 students currently enrolled.

We currently serve 360 students in grades kindergarten through 5th grade. Of the 360 students, 9.7% are Caucasian, 38.3% are African American, 47.5% are Hispanic, .3% are Native American and 4.7% are classified as two or more races. 97.6% of our students qualify for free and reduced lunch and 40.5% are English Language Learners. Also, 70% of Highland Park students are considered At-Risk.

Capacity for enrollment is 440 students total with three sections of each grade level accepting up to 22 students in each section. We have sustained a fairly consistent enrollment throughout the years.

In order to serve our students, Highland Park is proud to employ a diverse staff consisting of 21 Caucasians, 17 African Americans, and 14 Hispanics including 5 males. We currently employ 18 classroom teachers and three activity teachers. We have two administrators, one Counselor, one Administrative Assistant, one Receptionist, one Health Aide, one Library Aide, seven Title 1 funded Instructional Aides, four custodial staff members, and four child nutrition staff members.

Highland Park is fortunate in that we do enjoy a tremendous amount of support from our parents and community members. Local churches and student groups offer mentorship opportunities, school supplies, and many other generous donations in both time and tangible items for our students. Our parents are for the most part extremely supportive in the education of their children as evidenced by a consistent student attendance rate of 96.6%. However, attendance at many school events is lower due to parents working and other economical factors. We also tend to have a fairly high rate of mobility with our students at 25.7%

Demographics Strengths

Highland Park is a diverse campus where every student is appreciated and valued for their own strengths.

Student Academic Achievement

Student Academic Achievement Summary

Highland Park Elementary students are high performing as indicated by past Met Standard ratings awarded to the campus by the Texas Education Agency (TEA). Based on preliminary data, HP will meet accountability standards for 2018-2019 as well. Based on staff observations and student performance on readiness tests, most students are not well prepared when they enter school. However, student performance as documented by the Texas Primary Reading Inventory (TPRI), Frog Street, and STAAR results as well as staff observations is indicative of the students ability to learn. The potential to set higher goals to challenge them further is evident in their performance. In analyzing current STAAR data, it is noted that although HP has strong scores in the approaches grade level areas of Reading, Math, and Science, much improvement is needed in the grade level and master's level categories. HP will continue to dissect and analyze the TEKS for each subject area and grade level, increase the rigor of the lessons delivered, and closely monitor assessment data to ensure student gains in success.

Below is a chart showing the various performance levels of our students on all tests. As you can see, our approaches grade level remained the same. Students achieving the Meets level declined by 2 percentage points while students achieving the Masters level rose by 4 percentage points. We attribute the drop to the reduced numbers enrolled in testing grade levels. We do believe that with proper professional development and implementation of a campus Data Driven Instructional Calendar, we will see a rise in scores at the higher levels of achievement. It is important to note, we are still performing above the state averages in the Approaches grade level category.

| | 2018 | 2019 |
|------------|------|------|
| Approaches | 73% | 73% |
| Meets | 32% | 30% |
| Masters | 7% | 11% |

A closer analysis of recent STAAR data shows the following:

- While there was no change in the percentage of students passing STAAR reading tests at approaches grade level , there was an increase in the percentage achieving the Masters levels.

There was an decrease of 4 percentage point in students passing the math STAAR tests at the approaches level and a decrease in meets level of 6 percentage points, there was also an increase of 4 percentage points of students achieving the Masters

levels.

- There was an decrease in students passing the science test, but an increase in the percentage achieving the Meets and Masters level.
- There was a decrease in students passing the writing test and those achieving the Meets level, but a decrease in those achieving the Masters level.
- In all areas, our African American and Economically Disadvantaged subgroups performed lower than our hispanic, white, and two or more subgroups.

An analysis of the 2019 STAAR Scores and Accountability report indicates Highland Park has been identified for target support and improvement in the all students group in both reading and math. Highland Park recieved an overall rating of C.

We established a Campus Leadership Team that has met and discussed campus performance and objectives. The team went through the root cause analysis process which involves data collecting, root cause identification, and making recommendations to prevent recurrences. Additionally, the root cause analysis was used to target oportunites for system wide improvement in the category of student achievement. Items brought forth in the conversation:

- Teacher preparation
- No longer accepting lower standard
- Specificty in teaching, what do you want them to know and be able to do
- increased student accountability and level of thinking

Student Academic Achievement Strengths

Highland Park Elementary received two distinction desginations during the spring of 2017 in student progress and closing the achievement gap.

Highland Park Pre K students showed tremendous growth on the Frog Street Testing Instruments from the beginning of the year to the end in Syllables and Sounds. letter recognition, Vocabulary, Rhyme, and counting.

Through an analysis of Data Walks information, Highland Park teachers are using a variety of instructional strategies at a high percentage, however, data continues to show a disparity between students being engaged vs compliant. The goal we are striving for is 50% for each. HP finished the year with 81.7% compliant and 17.5 % engaged. We will address this through purposeful qualities of choice being implemented in our classrooms.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR scored dropped dramatically in all areas in the master's level category. **Root Cause:** Teachers must increase rigor and mastery of content rather than simply accepting lower passing standards.

Problem Statement 2: The all student group is 10% points below the reading target and 15% points below the math target. **Root Cause:** Ineffective use of planning and instructional delivery

School Processes & Programs

School Processes & Programs Summary

In order to address student concerns, several years ago we began having all staff meet together in grade level PLCs once per grading period to review student scores on district assessments and formulate a plan for remediation where needed. During these meetings led by administrators and Instructional Coaches, teachers share strengths and growth areas from the latest assessment data. Teachers share best practices and encourage each other to continue growing in personal teaching abilities. This has proven to be a very beneficial process we will continue throughout the upcoming school year.

Beginning in the fall, academic tutorials are offered free of charge. These have typically taken place after school. Students will use a self-paced online tutorial program as well as small group teacher led instruction. Teachers will have the ability to assign certain activities to students to target individual needs.

As part of a district-wide literacy initiative, teachers will implement Guided Reading as part of the Literacy Block each day. Training took place last year and will continue throughout the current school year. We will be monitoring progress with this initiative closely.

In regards to Math TEKS, teachers have been receiving quality professional development through the district Instructional Services office for several years. we anticipate that will continue through the 2019-20 school year.

Our classroom technology continues to grow. The district initiative to increase classroom technology continues this year. We have three teachers participating in a pilot study on mobile teachers stations. We also have three teams of teachers participating in Google Certification. Upon completion, they will receive a classroom set of Google Chromebooks to use with their students. We hope to continue increasing access to technology throughout various programs over the next several years.

After reviewing the campus attendance data, it has been noted that absences are becoming a major issue for our students. We intend to implement a strong incentive program at HP to encourage on time, school attendance.

Campus survey data also revealed several additional processes and programs to address: (1) an increase in instructional rigor, (2) integration of writing into all subjects, (3) increase our student performance in master's level content tests.

After meeting with the long-range planning committee and the Campus Quality Improvement Committee, we feel we can address the need for an increase in rigor through the integration of writing and a tighter vertical alignment in all subjects.

Additional information revealed through survey data:

- Teachers noted that they have the greatest need for professional development in Workstations, Technology, and Science.
- Teachers noted strengths in understanding the basic curriculum - the TEKS.

- Teachers need more training on implementing Reader's and Writer's Workshop.
- Teachers noted strengths in teaching Math.
- Technology integration is a great need for our teachers.
- Teachers need more help in learning to increase rigor.
- Teachers would like release time to observe others teaching.

School Processes & Programs Strengths

Continued growth of staff ability to dissect data through grade level PLCs meeting each grading period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite improvements, writing continues to be our students lowest performing area. **Root Cause:** We believe the lack of vertical alignment with regard to writing standards and student expectations plays a huge role in the lack performance by 4th grade students. We also believe teachers need more training on writing integration techniques.

Problem Statement 2: We saw a significant decline in students performing at the highest levels of achievement on STAAR this year. **Root Cause:** We believe teachers need more training on integrating rigorous activities including writing in all subjects.

Perceptions

Perceptions Summary

Highland Park is in their fifth year of implementing the Leader in Me professional development program and achieved Lighthouse status during the 2018-2019 school year. The 7 Habits of Highly Effective People and the process for embedding the habits are taught to staff members within the school community. Teachers and staff embed the 7 Habits throughout the school program, including instruction in core content areas. As a result, students acquire 21st century competencies essential for student success. HP embraces a culture where all individuals including students are given the opportunity to lead and view leadership as a choice as opposed to a position. Every student is provided with leadership tools that empower them to reach their individual potential. One such tool is our data notebooks where students and staff use the notebooks to track their individual progress towards personal and academic goals as well as expand self-awareness to identify personal strengths and weaknesses. The Leader in Me process requires teachers and administrators to encourage and support students in their leadership abilities. Teachers and staff confirm student's self-worth and leadership ability which in turn inspires the students to see their own worth and leadership abilities and ultimately impacts the culture of the entire school. As a result, it is Highland Park Elementary school's belief that the student's positive beliefs will ripple into the community.

Additionally, staff members articulate to all stakeholders that the 7 Habits pertain to all individuals regardless of age, race, or gender and believe practicing these habits will transform the school culture and lead students to develop skills in leadership, accountability, adaptability, and problem solving. Teachers work through a process to create and teach daily lessons informed by the habits and support with displays throughout the school walls and conversations in the classroom.

Highland Park places a high priority on finding ways to create a family and community friendly school environment. This year, newsletters will not only inform parents of school events, provide essential information, but help foster an important connection between stakeholders. Like the newsletter, the Tuesday folders promote a connection between the classroom and the home. Many school wide events are initiated to bring students and family members together including Muffins for Mom, Do-Nuts for Dad, and Coffee for Grandparents. Other such events include our Family nights, Open House, Habit with a Twist, and Leadership Day. The importance of parent participation and voice is highlighted in numerous ways. A Find Your Voice mailbox is displayed in the front foyer of the building to encourage students and parents to communicate ideas or concerns.

Other school events encouraging family participation include the annual Fall Festival, Christmas Program, Art Show, and the VIP STAAR night where teachers inform parents on strategies to help their students succeed and prepare for the annual STAAR test.

In 2019, a campus self-analysis needs assessment was given to all staff to assess the campus processes and programs. Survey results identified three school wide processes needing improvement: time to observe each other teaching, teacher voice, and family engagement (academic).

For the 2019-2020 school year, the campus will receive three observation times schedule to observe colleagues teaching and continue the Leader in Me process. Additionally, they will find more ways to recognize student that utilize leadership habits. To increase teacher voice, team leaders will meet monthly with the campus administration to share ideas, make decisions and discuss ways to increase teacher capacity. To address teacher's needs for training on TEKS Resource System, the Instructional Coach will provide training to new teachers. The analysis indicated that parent involvement for non-academic after school activities is at an all time high. However, they feel an increase in academic involvement will have a positive effect on the school. They want to communicate with parents the ways they can be involved: attend meetings and phone conferences and go through Tuesday folders. Anticipation of reaching these goals will take 3-5 years.

In 2019, a professional development survey was completed by teachers. They identified 3 needs: Developing Effective Stations in Math (Total: 85%), Balanced Literacy (Total: 90.4%), and Technology Integration using Chromebooks/IPADS (Total: 86.95%). Strategies and trainings will be provided during the year, per the school's Campus Professional Development Plan.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- 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: With a focus on balanced literacy, Kinder-2nd grade will have 73% of all students developed on TPRI by May 18, 2020.

Evaluation Data Source(s) 1: TPRI Data

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) 1. Data review PLCs: All teachers will participate in data review PLCs after each district wide assessment. | Campus Administration, Instructional Coaches | During each data review meeting, we will compare the current data to the campus performance objectives. If students are failing to meet the objectives, interventions will be planned. | | | | |
| 2) Implementation of Writing Block into the master schedule for all grade levels. | Campus Administration and Literacy Instructional Coach | Student's writing foundation and skill level will increase through intentional, daily practice. | | | | |
| RDA 3) Provide comprehensive, intentional planning time for each grade level weekly with instructional coaches and team members. | Campus Admin, Instructional coaches | Intentional planning of instruction and activities will increase student achievement in all areas. | | | | |
| 4) Provide vertical alignment professional development in reading and math each six weeks. | Campus Admin, Instructional Coaches | Academic vocabulary and skills will be developed consistently within and between each grade level. This consistency will increase student achievement in all areas. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| | | | | | | |


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: Improve student academic growth with increased student performance on STAAR Science from 61% to 70% by May 2020.


Evaluation Data Source(s) 2: 2020 STAAR Data

Summative Evaluation 2:

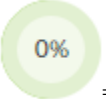
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Provide students in grades K-5 an opportunity to partake in Science Stations in an effort to provide hands-on learning to reinforce Science concepts, as applicable. Class attendance/participation will be documented via lesson plans, journal activities, etc. | Classroom Teachers Instructional Coaches Administration | Increased student performance in Science concepts as evidenced by Science journal, Unit Assessments, Benchmarks, and STAAR Science (grade 5). | | | | |
| 2) Consumable materials and technology resources such as chrome books, ILE, Mentoring Minds, Stemsopes, ESC Learning Systems, Ford Ferrier, Pebble Go, and Study Island will be purchased to support learning in Science and all Content Areas. | Principal | Increased student performance in Science and all content areas as evidenced by unit assessments, benchmarks, and STAAR. | | | | |
| 3) Campus will conduct make and take workshops for science and math to use during stations. | Principal Math Coach | Increased student performance in Science and all content areas as evidenced by unit assessments, benchmarks, and STAAR. | | | | |




= 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: All students will participate in the Leader In Me program in order to instill leadership skills as well as setting and achieving personal and academic goals.


Evaluation Data Source(s) 1: Student Leadership Notebooks
DEAL Time lessons


Summative Evaluation 1:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-----------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) We will establish regular, predictable, positive learning environments where behavioral expectations are taught and modeled and students are acknowledged for doing the right thing. | All staff | improved student leadership capacity and decreased discipline/behavioral issues. | | | | |
| 2) All staff will model and deliver direct teach lessons weekly during DEAL time. | Principal | improved student leadership capacity and decreased discipline/behavioral issues. | | | | |
| 3) Student Led conferences will be conducted in the Spring of 2020. | Principal | improved student leadership capacity and decreased discipline/behavioral issues. | | | | |



 = 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 1: By May of 2020, all teachers will have observed three of their colleagues in a teaching environment.


Evaluation Data Source(s) 1: Documentation of visits including teacher names and dates.

Summative Evaluation 1:

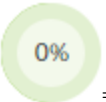
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Routine implementation of Professional Learning Communities (PLC) and Lesson Planning so as to increase teacher collaboration and the quality of instruction. Utilization of Lead4ward data disaggregation documents and eduphoria data to guide the collaboration and improve the delivery of instruction | Administration | Weekly participation and evidence of increased collaborative planning on a monthly basis in an effort to improve instructional strategies and the overall delivery of instruction. Active participation and engagement during 6-week grade level extended lesson planning sessions. | | | | |
| 2) Provide opportunities for teachers to observe other teachers; mentor teachers model lessons and/or strategies for improved practice | Cross | Encourage teachers to learn from one another via increased opportunities to observe one another and acquire instructional strategies that will enhance student learning. | | | | |




= 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: Ensure effective leadership practices through the implementation of sustainable leadership opportunities at HP.

Evaluation Data Source(s) 2: Teacher and staff retention numbers 2019, staff surveys, claimed leadership roles' documentation

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees | Administration | Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2018 | | | | |
| 2) Create and implement a lead content chain to facilitate vertical planning and alignment. | Principal Instructional Coaches | Ownership of professional development needs, increased leadership capacities among staff, accelerated growth in teacher content expertise. | | | | |
| | | | | | | |


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

Performance Objective 1: Expand opportunities for parent participation/involvement by 10% or greater by May 2020 in order to support school initiatives and promote a positive relationship between home and school.

Evaluation Data Source(s) 1: Parent Sign In Sheets, Raptor Logs

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Dec | Feb | Apr | June |
| 1) Communicate with parents in both English and Spanish by sending home monthly calendars, newsletters, flyers and invitations and following up with Tiger 411 Calls, e-mails, Class dojo, campus social media pages, and campus webpage postings to ensure parents are well-informed of campus events/activities. | Administration | Increased parent involvement as evidenced by family engagement events/activities supported by sign-in sheets. | | | | |
| 2) Establish partnerships with local agencies to support student progress in grades K-5. (i.e., fire department, police station, medical facilities, local businesses, etc. | Classroom Teachers Counselor Nurse Administration | Increased community involvement and business partnerships | | | | |
| 3) Provide light refreshments for Make & Take Sessions, Family Literacy Nights, Science Night, Math Night, to encourage parent participation and student incentives to encourage and motivate students to bring their parent(s). | Kyles, Allen | Increased parent participation in academic nights as evidenced by sign-in sheets and agendas | | | | |



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

RDA Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 3 | Provide comprehensive, intentional planning time for each grade level weekly with instructional coaches and team members. |

2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------------|------------------|-----------------|
| Classroom Teacher | Casey Grant | Teacher |
| Classroom Teacher | William Cruz | teacher |
| Classroom Teacher | Emily Crabtree | teacher |
| Classroom Teacher | Michelle Turner | teacher |
| Classroom Teacher | Stacy Krafft | teacher |
| Non-classroom Professional | Amy Kyles | |
| Classroom Teacher | Lindsey Franklin | teacher |
| District-level Professional | Kim Lee | |
| Administrator | Jennifer Cross | |
| Business Representative | james atchley | |
| Community Representative | Jill Douglas | |
| Community Representative | Nancy Lanier | |
| Parent | Tomas Garcia | |
| Parent | Monica Deleon | |
| Parent | Ashley James | |
| Parent | Donna Phillips | |
| Business Representative | Cindy Grant | |

Campus Leadership Team

| Committee Role | Name | Position |
|----------------------------|----------------|-----------------|
| Non-classroom Professional | Amy Kyles | |
| Non-classroom Professional | Theresa Allen | |
| Classroom Teacher | Denise Means | |
| Classroom Teacher | Lakien Lawson | |
| Classroom Teacher | Carol Hubbard | |
| Classroom Teacher | William Cruz | |
| Non-classroom Professional | Cora Patton | |
| Classroom Teacher | Shellye Sparks | |
| Classroom Teacher | Cindy Turner | |

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 | 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 | Sherry Young | 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) | Shawn Davis | Board Policy DMA(Legal) |
| <p>15. Technology Integration in Instructional and Administrative Programs</p> | TEC 11.252(a)(3)(D) TEC 28.001 | Holly Tucker | |