

Texarkana Independent School District
Theron Jones Early Literacy Center
2019-2020 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Academic Achievement	5
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
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.	15
Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.	17
Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.	19
Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.	21
2019-2020 Campus Site-Based Committee	23
Addendums	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Theron Jones student population reflects the demographics of the neighborhood surrounding the school. The enrollment has increased because of district realignment of schools and because of revitalization of the surrounding neighborhood section 8 housing complexes. Theron Jones has the highest population in this district of economically disadvantaged students at 97.5% as well as a high mobility rate. The trend from 2013-2017 has shown a mobility rate that usually fluctuates between 21% and 28%. However, the mobility rate of student for 2017-18 school year as dropped to 19.1%. Students enrolled at Theron Jones Early Literacy Center are excited about learning and come to school with positive attitudes about learning. Parents are generally positive in their regard for the school and show a sense of pride in what the teachers are able to accomplish with their students.

Based on the 2017-18 Texas Academic Performance Report, Theron Jones currently has a total of 52 staff members. These staff members are comprised of 33 teachers, 4 professional support staff, 2 campus administrators and 13 educational aides. Currently we have seven full time teaching positions, two instruction coaches, four part-time interventionist, one behavior support staff, one office aide and ten instructional aide positions that are funded by SEC and Title funds. The demographic data of the teaching staff is 26.5% African American, 3% Hispanic and 70.4 % White. We are currently at 99.1% female staff members. In addition to this 12.7% of teachers are beginning teachers. 63.3% of teachers have one-five years experience and 8.5% of teachers have 6-10 years experience. 4.4% of teachers have 11-20 years experience and 11.1 % of teaching staff have over 20 years experience. 78.7% of all staff members hold bachelors degree and 21.3% of teachers hold a master's degree. Staff retention is critical at a high needs campus such as Theron Jones Early Literacy Center. It is imperative that a quality teacher retention plan be put into place to ensure consistency in the teaching staff for the Theron Jones students.

97.5% of students at Theron Jones are considered economically disadvantaged which is considerable higher than the district average of 67.9% and the state average of 58.8% economically disadvantaged. The ethnic distribution of this campus is 81.5 % African-American, 7% Hispanic, 5.2% White, .5% American Indian, .2% Asian and 5.5% 2 or more races. The student population is 401 students and 70% or 281 student are classified as at-risk students.

4.% of the student population are English Language Learners. The needs of these students are addressed by ESL certified teachers with the support of a district ESL teacher. There are currently 25 students who are served by our special education staff. Sixteen of those students are receiving speech services. There are 6 students who received specialized instruction and four students who are served in our two collaborative classrooms. In addition we have two other students who receive consultative services.

Our students come from homes where parents work multiple jobs to provide adequate care. Many of them are being raised by single parents, grandparents or even great-grandparents. Many of these students have parents that are incarcerated. Even though our parents face some challenges many are very supportive of their students and our school. These parent participate in as many of our school sponsored events as possible.

Many of our students present challenging behavior issues. They struggle to adapt to the school environment because they have a lack of parental supervision at home. Many are born with drug addiction and fetal alcohol syndrome. We have a high population of students who are diagnosed with Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Emotional disorders, and Oppositional Defiance Disorders. This brings a unique set of challenges for classroom management. To help with this the district has provided funding for 2 behavioral specialists. We have also created a new Anchor class program to help teach social skills to struggling students.

The staff at Theron Jones works tirelessly to invite and recruit volunteers from the community. These efforts are led by the campus volunteer contact, Annette Daniels, who enthusiastically creates an inviting atmosphere for our volunteers. We have several volunteer groups that will grace the campus this year: a grandmother group, called the Granny Pack, Girl Scouts, and Cub Scouts, as well as students from the high school leadership team.

As with many schools, the percentage of parents who consistently participate in school activities needs to increase. We will continue to make efforts to invite parents to the school to become active participants in their child's education. We will have Parent Nights, a Family Game night, a Literacy Night, and school dances to encourage parents/guardians to be active partners with the Theron Jones staff. An additional area for parent involvement this year will be the establishment of our Leader in Me Parent Lighthouse team.

Monthly VIPS meetings are held and community and business members are invited to come to speak about their various businesses and organizations. Community based groups have established a Boy Scout and a Girl Scout troop that meet at the school twice a month. The needs assessment indicated the need for more opportunities for students to participate in activities that will enhance academics as well as social skills. All students will have the opportunity to participate in campus clubs that reflect areas of student interest.

Business partners can be an integral part of the life of a school by providing resources, personnel and support of the staff and teachers. Diamond Bank has made a recent donation of \$500 to our school and they are providing volunteers to eat with our students. Heritage Church has helped with our Christmas Read-a-thon by providing each student with a new pair of pajamas and appreciation gifts for teachers. Kohl's department stores is an active business partner contributing to the success of many family events by providing personnel to help. An ongoing effort is made to recruit additional businesses and community partners through the campus contact for Volunteers In Public Schools and Parent Liaison.

Demographics Strengths

The strength of the school lies within its core group of staff and teachers who are committed to student success. We are inspiring students to Learn and Lead, while growing and nurturing them in a caring, loving environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for teacher retention to provide consistent high quality teaching for students at Theron Jones. **Root Cause:** There is no retention plan or incentive in place to encourage teachers to remain on campus.

Student Academic Achievement

Student Academic Achievement Summary

To continue with our efforts to close the achievement gap and move students to grade level performance, targeted students will be given additional time in reading and math instruction through the Response to Intervention efforts on our campus. We have 3 full time and 2 part time interventionist who provide much needed reading and math instruction to those students who are identified as low performing based on campus and district assessments in reading and math as well as TPRI scores. In addition to the RTI teachers we have a Teaching Assistant in each of our 8 kindergarten classrooms. The kindergarten teaching assistants will help provide RTI to our kindergarten students so that we can close the achievement gap.

A small percentage of students are identified as ESL students. Students that are ESL are assigned to a classroom that has a teacher with an ESL endorsement. They also receive additional support through the use of the Imagine Learning Software Program. The school does not have bilingual classrooms.

Data shows a disproportionate number of students from Theron Jones who qualify for the Gifted and Talented Program. During the 2018-19 school year there was 1 student out of 16 tested that qualified for and participated in the GT program. Counselors and testers indicate that students lack skills in creative thinking and problem solving. Efforts to close this gap include enrolling teachers in professional development provided by the Kennedy Center for Performing Arts. Teachers continue to be trained in the effective use of researched based instructional strategies. Test scores show that students need more instruction to help broaden their vocabulary. Lesson plans will need to include more activities that allow students to express their creativity and most project based activities.

Students who qualify for special education, 504 or other Title 1 programs are taught by caring and compassionate staff who are well qualified to meet their needs. The implementation of a collaborative teaching model has allowed students to receive the correct amount of support in the least restrictive environment. This model has allowed for two professionals to teach students in the general education setting, thereby creating a partnership that will strengthen the learning of all students in the collaborative classroom.

The tables below show the data for kindergarten, first and second grades on the TPRI test for the last 4 years. There is also a column that shows the district scores for the current year.

Kindergarten TPRI data (% developed on all task)					
Skill assessed	2014-15	2015-16	2016-17	2017-18	2017-18 dist
Phonological Awareness	48%	No data – did	45%	42%	50%
Phonics	94%	not test with	92%	91%	95%
Listening Comprehension	65%	TPRI	82%	83%	84%

First Grade TPRI data (% developed on all task)

Skill assessed	2014-15	2015-16	2016-17	2017-18	2017-18 dist
Phonological Awareness	78%	No data – did not test with TPRI	83%	90%	74%
Phonics	79%		90%	92%	78%
Word Reading	54%		60%	68%	68%
TPRI EOY Fluency Goal (60WCPM)	54%		45%	39%	58%
Reading Comprehension	21%		27%	29%	54%

Second grade TPRI data (% developed on all task)

Skill assessed	2014-15	2015-16	2016-17	2017-18	2017-18 dist
Phonics	29%	No data- did not test with TPRI	32%	36%	40%
Word Reading	63%		64%	77%	78%
TPRI EOY Fluency Goal (90WCPM)	36%		25%	31%	50%
Reading Comprehension	59%		65%	72%	83%

Data indicates that Kindergarten has made impressive gains in listening comprehension while still falling slightly behind the district in phonological awareness and in phonics. Second grade students have made significant gains over the last 4 years, but are still scoring below the district average in phonics, word reading fluency and reading comprehension.

First grade has made gains in all tested areas of TPRI over the last 4 years except for fluency. Theron Jones' first grade students have shown impressive growth in phonological awareness, phonics and word reading. In phonological awareness and phonics they are scoring well above the district average. Word reading is equal to the district average.

Kindergarten- EOY math Assessment 2017-2018

	Total students	Average Percent Score	Approaches grade level	Meets grade level	Masters grade level
Theron Jones	150	86.09	94.67	80.67	67.33
TISD	520	86.83	94.81.	82.5	69.04

Kindergarten- EOY math Assessment 2016-2017

Theron Jones	143	82.27	89.51	79.02	51.05
TISD	484	86.69	93.6	86.36	58.88

First grade- EOY math Assessment 2017-2018

	Total students	Average Percent Score	Approaches grade level	Meets grade level	Masters grade level
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First grade- EOY math Assessment 2017-2018					
Theron Jones	134	79.07	98.514	60.45	23.13
TISD	500	79.63	95.60	64.20	31.20
First grade- EOY math Assessment 2016-2017					
Theron Jones	120	78.67	96.67	65.83	20.83
TISD	448	78.41	94.87	63.17	25.67

Second grade- EOY math Assessment 2017-2018					
	Total students	Average Percent Score	Approaches grade level	Meets grade level	Masters grade level
Theron Jones	107	61.36.	70.09	23.36	7.48
TISD	437	66.67	79.63	36.61	13.27
Second grade - EOY math Assessment 2016-2017					
Theron Jones	112	72.17	94.61	48.11	14.29
TISD	419	72.51	89.25	53.22	19.81

The use of current data is essential to guiding the instructional practices on each grade level. The assistant principal is tasked with the job of gathering timely reports on the most current student assessment data to share with teachers and leadership team members. The campus will conduct regular IFT meetings to analyze the assessment data of each teacher and student. Relevant changes in instruction will then take place so that gaps in learning may be quickly addressed.

Due to the large number of students that we serve with academic gaps in basic skills, our retention rates have been higher than other campuses in the district. We have retained at least a class of kindergarten students each year for the last several years. Our number of students being retained has decrease over the last two school years. Our goal is to continue to decrease the number of students being retained each year, by using RTI to help students master basic skills in Reading and Math.

Student Academic Achievement Strengths

Scores on the district EOY math test show that scores for students at Theron Jones are close to the district averages. This is due to the concentrated efforts of our teachers working with campus instructional coaches and the math specialist from Region 8. They planned each unit together to ensure that lessons meet the specificity of the state standards. These lessons were designed to maximize the engagement of students as well as to close the achievement gaps. This is a practice that will continue for the next year. The scores will be used to target students for RTI in math at the beginning of 2019-2020 school year.

The staff at Theron Jones prides itself on preparing K-2 students for the higher grades at our sister campus (Westlawn). By creating a strong foundation in K-2, Westlawn can continue to improve their performance on the STARR. This trend is expected to continue with the implementation of the Balanced Literacy Initiative.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Theron Jones student scores on assessments continue to fall behind other schools in the district. Teachers must work harder to close the gaps. **Root Cause:** Students come to school lacking basic social skills and basic reading and math skills.

School Processes & Programs

School Processes & Programs Summary

Theron Jones Early Literacy Center is housed in a bright, clean and well-kept building. Though the main building dates back to 1949, regular upkeep and maintenance to the building and grounds have proven to preserve an excellent learning environment for the students. The school is the pride of this community and has a good parental base and strong support.

An important strength of the school is the staff and their strong commitment to student success. At Theron Jones, we believe that children who have a solid foundation of early literacy skills, including reading, listening, comprehending and articulating are generally successful in all other areas of life. The staff believes that they must be armed with strong instructional knowledge in researched based practices that yield high academic results with the population we serve. Staff members are committed to being life long learners and understand the idea that this must be modeled to students.

The use of instructional planning days at the campus provides teachers with an extended period of time away from their normal schedule to analyze and disaggregate pertinent data to determine the needs of individual students. This process helps teachers identify content that has been mastered, standards which need to be retaught and methods to reteach or re-mediate student learning. This information is used in team planning as teachers discuss strategies to use in lessons and assessments used to evaluate student mastery.

Theron Jones School is supported by the district in various ways. Included in this support are budgets that allow for adequate supplies and resources for our teacher and students. District level instructional teams provide extensive support to teachers in regards to instructional strategies, data collection and instruction planning. Math and English Language Arts specialists are readily available to model teach lessons and support administration in curriculum planning and instruction.

The campus has several venues to encourage open and honest dialogue with our stakeholders as we strive for continued academic and campus improvements. During Leadership Team Meetings, a staff representative from each grade level has opportunities to share their concerns, needs and offer suggestions for continuous improvement. Leader In Me Action Teams allow all staff members to be involved in various decision making aspects of the school. Parents have opportunities to give input as it relates to the school during our parent involvement workshops that are held once a month as well as our CQIC meetings and Parent Lighthouse Team.

The vision of Theron Jones is “Inspired to Learn and Lead.” The school’s expectations reveal that the staff have set high expectation for students and themselves and believe that all students, with quality teaching, can and will learn and become successful leaders on the Theron Jones campus today as well as community leaders of the future.

Professional development that is ongoing, job-embedded and authentic to teachers is a must. All staff members must view themselves as life-long learners. The needs assessment for Theron Jones indicated the continuous need for the staff to participate in professional development in the area of teaching student of poverty who show below grade level achievement in the core subjects of reading and math. Teachers and other staff members will attend workshops that

are designed to meet the unique needs of the students at Theron Jones.

During the beginning of school PD days, all teachers participated in professional development presented by Kay Stickels and other district personnel that focuses on Math concepts. Teachers will continue to work closely with Instructional Coaches, Instructional Services Content Coordinators and administrative staff to plan effective engaging lessons for their students.

Due to a Dyslexia grant received by the district, this summer a group of teachers and district Admin attended Confrutue at UCONN. We attended to learn about SEM (School-wide Enrichment Model). We will use the information gained to begin Enrichment Clusters on our campus. Dyslexia students from other schools will participate along side of our students. Our students will be exposed to a variety of rich learning experiences, based on their interest.

Theron Jones Early Literacy Center, as part of the Texarkana Independent School District implements the TEKS Resource System as the curriculum framework by which all instructional planning is completed. At the beginning of each school year, teachers begin by aligning the Year at A Glance with our district calendar to ensure that the days in the units are the number of days available to teach.

Once the reconciliation to the YAG has been completed, teachers utilize the Instructional Focus Documents, Vertical Alignment Document, TEKS Clarification Document, along with the Enhanced Clarification Documents for mathematics to plan instructional lessons within each specific content area. Campuses are now utilizing Eduphoria's Forethought for all lesson plans and Aware to monitor assessment data.

End of grading period assessments, that are aligned to the TEKS Resource System are given following instruction of a given set of TEKS. Needs assessments have revealed gaps in instruction between grade levels and classrooms, therefore utilizing a vertically and horizontally aligned curriculum minimizes possible gaps in instructional planning and lesson delivery. The implementation of the Common Instructional Framework, which consist of seven components including: student friendly learning objectives, the use of engaging instructional strategies, and assessments/evidence of learning will also provide a common language and consistency across classroom on the campus and around the district.

Additionally, the district provides instructional planning days for lesson development, data analysis, and collaborative discussions regarding curriculum, instruction, and assessment. Teachers are provided with guidance and support by Instructional Services Content Coordinator and Campus Instructional Coaches on planning lessons for each upcoming unit of instruction.

Theron Jones also utilizes STAR 360 which includes all of the features of STAR Reading and STAR Math to provide valid, reliable, actionable data in the least amount of testing time. The STAR 360 assessment solution allows teachers, principals, and instructional coaches to screen and group students for targeted instruction, measure student growth, predict performance on STAAR exams, and monitor achievement on Texas state standards. We also use TPRI in grades K-2 to assess students level of early reading skills

The implementation of technology into the learning environment has enhanced student learning and introduced the students to 21st century skills as well as provided additional avenues to close the achievement gap. Each classroom teacher has six iPads in their classroom for student use in workstations or small group instruction. In addition they have access to three iPad charts containing twenty-five iPads, that can be checked for whole group instruction.

In addition to the Apple devices, we have a computer lab that contains 22 Chrome base computers. Students are taught the basic technology skills, such as keyboarding, creating and saving documents, etc. Students are also learning the art of coding. Technology skills are integrated into other content areas as

well. Texarkana Independent School district has a new Chrome book academy. This is an opportunity for teachers across the district to join together, complete relevant training and being awarded a shared Chrome book cart. We had two "chrome crews " to be accepted into this program.

Perceptions

Perceptions Summary

In 2018 surveys were given to parents, students and staff to assess the campus programs and processes. The surveys indicated several strengths and areas of needed improvement. There were approximately 280 Theron Jones parents that completed the survey. Nearly all parents indicated that they felt welcome at our school and were informed about that academic programs and services provided by Theron Jones. 97% of parents felt that the teachers were interested and cooperative with parents when discussing parental concerns. 17% of parents expressed concern about their understanding of report card grades and test scores.

A survey of 340 K-2 students at Theron Jones shows that 95.8% of students feel safe at school. 91 % of the students indicated "I like my School." 96% of students say that their teacher makes them feel special. Only 78% of students felt that all of the other students were nice to them.

When the professional staff were surveyed, 79% felt that they worked in a safe place for staff. 87% felt that the school provided adequate materials, resources and training to do their job effectively. 98% of staff indicated that the school emphasized helping students academically as needed. Only 58% felt that student discipline problems were handled fairly and only 50% felt that discipline was handled effectively.

Partners and community members are prime stakeholders in a school's success. Theron Jones Early Literacy Center strives to keep parents/and stakeholders involved through an active Partners In Education and Volunteers In Public Schools. We have several community members or organizations that have partnered with our school. Heritage Church has provided gifts to both staff and students. Kohls has volunteered time to serve at various school functions and well as provided financial support in the form of donations. The Patterson Family has created a foundation to support our school by providing books to our students. The needs assessment indicated that though there has been an increase in the number of businesses who partner with our school; there is still a need for additional business partners.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

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: Student performance K-2 will increase on the EOY TPRI by 3% from the previous school year.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) New teachers will be trained and returning teachers will continue to implement the phonics program with fidelity. The instructional leaders will monitor the fidelity of implementation.	2.4, 2.5, 2.6	ELA Instructional Coach	Scores on EOY TPRI in Phonological awareness and in Graphophonemic Knowledge in Kindergarten and first grade will increase by 3%.				
2) New teachers will be trained and returning teachers will continue the implementation of Guided Reading to increase fluency and comprehension scores. Instructional leaders will monitor for fidelity of implementation.	2.4, 2.5, 2.6	ELA Instructional Coach	Students reaching or exceeding grade level goal on first and second grade EOY TPRI will increase by 3%. Kindergarten students scoring developed on EOY TPRI comprehension will increase by 3% .				
3) RTI staff will continue to address student deficiencies on TPRI scores.	2.4, 2.5, 2.6	ELA Instructional Coach	RTI teachers use of TPRI reports will help target specific students and reduce areas of student deficiencies.				
4) Provide immediate feedback to teachers by using the google phonics and guided reading walk-through forms.	2.4, 2.5, 2.6	Principal	Feedback for teacher growth.				




= Accomplished



= Continue/Modify



= 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: Student performance in second grade on the EOY math assessments will increase by 3% in the "approaches grade level" category by May 2020.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Increase the use of formal and informal assessments.	2.4, 2.5, 2.6	Math Instructional Coach	Teachers will analyze data and will plan for reteaching on standards that students score less than 50%.				
2) Analysis test data after every assessment and make adjustments for reteaching.	2.4, 2.5, 2.6	Math Instructional Coach	After data analysis teacher will revise lesson plans to include instruction time for reteaching of standards that do not show mastery.				
3) All classroom teachers will work with Instructional Coaches to develop formative and summative assessments.	2.4, 2.5, 2.6	Principal	Teachers will implement strategies learned for quick formative and summative assessments.				
4) Math Interventionist will address needs of students who are working below grade level.	2.4, 2.5, 2.6	Math Instructional Coach	We will see an increase in student scores on math unit assessments and district math assessments.				



100% = Accomplished → = Continue/Modify 0% = 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: Campus-wide discipline referrals will decrease from previous year by 3% by 2020.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement the school-wide discipline plan based on the principals of Leader in Me, that will be implemented with consistency and fidelity. This will be monitored by Admin team.	2.5, 2.6	Assistant Principal	Analysis of campus discipline summary reports from 2018, 2019, and 2020 will show a decline each year to reach the 3% decrease.				
2) Daily "DEAL" time (drop everything and lead) will allow time for direct teaching of the 7 habits and social skills.	2.5, 2.6	Principals	Analysis of campus discipline summary reports from 2018, 2019, and 2020 will show a decline each year to reach the 3% decrease.				
3) Behavior Specialist and counselor will intervene with individual and small focus groups using the "Why Try" curriculum and other strategies learned through the school year. The ISS aide will teach social skills lessons while students are in recovery.	2.5, 2.6	Counselor	There will be less disruptions during instruction time and teachers will be able to focus on instruction.				
4) Implement Enrichment Clusters to build student's enjoyment of learning through their interest.		Principal	There will be less disruptions during instructional time due to students wanting to learn and attend cluster time.				




= 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 2: 100% of our students will track their progress by maintaining a data notebook throughout the 2019-20 school year.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will set personal and academic goals.		Team Leads	Students will experience academic growth. They will learn to appreciate the effort it takes to reach a goal and will be motivated to set new goals Students will be able to discuss their goals with parents and other interested adults.				
2) Students will be able to articulate their progress by participation in student-led conferences and leadership day.		classroom teachers	Students will be able to articulate their goals and progress toward reaching those goals.				
3) Students will track progress and reset goals every grading period with teacher assistance.		Classroom teachers	Students will learn to take personal responsibility for their own academic progress.				




= 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 2020 our data will show a increase in teachers using instructional strategies that have been shown to have the greatest impact on student learning (identifying similarities and differences, summarizing and note taking, non-linguistic representation, setting objectives and generating and testing hypothesis)


Evaluation Data Source(s) 1:

Summative Evaluation 1:

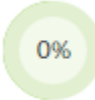
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will conduct learning walks to improve performance in all classrooms.	2.4, 2.5, 2.6	Instructional Coaches	Teachers will work in collaborative teams to share and implement best practices.				
2) Teachers will use a checklist of these high impact strategies when planning lessons to insure a variety of strategies are being used.	2.4, 2.5, 2.6	Instructional Coaches	Analysis of Learning Walk data will show increase in high impact learning strategies every grading period.				
3) Each grade level team will set goals each grading period. They will also create an action plan for reaching these goals.	2.4, 2.5, 2.6	Principal	Analysis of Learning walks will show an increase in high impact learning strategies every grading period.				
4) Teacher will participate in mini- plcs that will address specific learning strategies and examples of implementation by subject and grade level.	2.4, 2.5, 2.6	Instructional coaches	Increase teacher's tool box of instructional strategies.				




= 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: Increase retention rate of staff by 15% by 2021.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Form a New Teacher support group to allow new teachers the opportunity to voice concerns and get extra support in needed areas. The group will be lead by teachers leaders and Instructional leaders (as needed).	2.6	Principal	Changes in level or type of support provided by the district for increased teacher retention.				
2) Utilize data gathered from the district staff survey to develop a proposal of recommended strategies for retaining staff. This proposal will be presented to district administration before budgets are determined for the new year.		Principal	Changes in level or type of support provided by the district for increased teacher retention.				



100% = Accomplished
 → = Continue/Modify
 0% = 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: We will have 50% of our parents involved in school-wide activities by 2020.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) We will grow and empower our Parent Lighthouse Team.	3.1, 3.2	School Counselor	More parents will be involved in planning school activities.				
2) We will develop and implement a system to track the number of parents attending each campus event.	3.1, 3.2	VIPS Coordinator	Sign in sheets from each event will show increase in parent participation.				
3) We will have parent workshops at various locations in the community throughout the year.	3.1, 3.2	School Counselor	This is a first year project. Sign-in sheets at each event will provide baseline participation data.				
4) We will coordinate and plan at least one event with Dunbar and/or Westlawn that will involve parents who have students at our sister campuses.	3.1, 3.2	Events team facilitator	More parent involvement across the College Zone.				

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

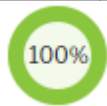
Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 2: We will increase the number of volunteer hours by 10% to support our students and campus by the 2022 school year.


Evaluation Data Source(s) 2:

Summative Evaluation 2:

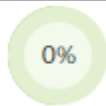
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) We will track the number of volunteer hours on campus.	3.1, 3.2	VIPS coordinator	Sign in sheets will be provided to track increase in volunteer hours.				
2) We will create three new opportunities for volunteer participation on campus.	3.1, 3.2	VIPS coordinator	Increase partnership with parents and community members to support student progress in grades K-2. This will be evidenced by sign-in sheet. This is a new endeavor so this will provide baseline data.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Melodie White	Principal
Administrator	Marsha Geraci	Instructional Coach
Administrator	Shelia Lockett	Instructional Coach
Classroom Teacher	Kelly Hile	Classroom Teacher
Classroom Teacher	Kendal Thompson	Classroom Teacher
Paraprofessional	Sheila Beasley	Instructional Aide
Classroom Teacher	Bryana Clark	Classroom Teacher
Non-classroom Professional	Sarah Roberts	Interventionist
District-level Professional	Kim Lee	Pre-K-2nd ELAR/Social Studies Coordinator
Business Representative	Emma Lawrence	Henry's Child Development Center
Parent	Tanisha Powell	Business Partner
Parent	Monica Evans	Parent
Community Representative	Bobbie Nell Ross	Community Member
Community Representative	Janet Matlock	Community Member
Classroom Teacher	Chyenne Lowrie	Classroom Teacher
Classroom Teacher	Elizabeth Deloach	Classroom Teacher
Classroom Teacher	Brittney Shaffer	Classroom Teacher
Paraprofessional	LaQuita Green	ISS Aide
Paraprofessional	Luchonda Chenier	Instructional Aide

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	