

Texarkana Independent School District

Wake Village Elementary

Improvement Plan

2020-2021



Texarkana
Independent School District

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
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.	13
Goal 2 : Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.	18
Goal 3 : Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.	20
Goal 4 : Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.	24
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wake Village is one of the largest elementary campuses in the district. We currently serve 575 students with eighty-one percent of the students identified as economically disadvantaged. Wake Village is one of the most diverse campuses in our district. Forty-three percent of our students are African American, thirty-six percent are caucasian, ten percent are identified as two or more and ten percent are Hispanic. The campus houses the Regional Day School for the Deaf and four self-contained classrooms for students identified with Autism and/or Intellectual Disabilities. We currently have seventy-nine students receiving special education services which equates to 13.7% of our students. Thirty-five of the seventy-nine students are in self-contained classrooms.

We have Forty-seven certified classroom teachers. Nine percent of our teachers are African American and ninety-one percent are Caucasian. We have fourteen paraprofessionals on the Wake Village campus. Most of the paraprofessionals are in our self-contained classrooms and Pre-K classrooms. Thirty-seven percent are African American and the other sixty-three percent are caucasian. Eighty-three percent of our teaching staff have been teaching for a minimum of six years. We do not have any first year teachers on our campus for the 20-21 school year.

We have a very supportive relationship with our Volunteers in Public Schools and we worked hard to increase the level of parent involvement last year. We had many events at the school which encouraged more involvement with our parents and students outside of the regular school day. We had two Movie Nights, a Trunk or Treat, Bingo for Books, Christmas Craft evening activity. Unfortunately, due to Covid 19, we were not able to have a student talent show or our Family STAAR Nights. We invite businesses and community members participate in activities such as our Trunk or Treat so they can see our students and interact with them outside of the school setting.

Most of our families are working class poor. A large number of our students do not have parents at home in the evenings to assist them with school work. The parents who are at home can't offer much support in the area of academics due to the level of rigor of the work. We have a lot of rental property, a couple of apartment complexes and section 8 housing in our attendance zone. Our mobility rate last year was almost twenty-three percent.

Demographics Strengths

Our diversity is our strength. Due to our diversity, we have promoted a culture of acceptance for all students. We are especially proud of how well our students embrace others who have a broad range of disabilities. For the previous two school years, we were fortunate to be a part of the ASPIRE Grant which provided us a couple more staff members which enabled more of our students with autism the opportunity to participate in our general education classrooms more often than in years past. The additional staff provided more one on one inclass support while students were in the general education setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We struggle to maintain our Met Standards Rating every year. **Root Cause:** A large percentage of our students are identified as low socioeconomic and they do not enter school with important foundational skills. We lack the staff needed to support Response to Intervention as a means to close the gaps with our students.

Student Learning

Student Learning Summary

Due to Covid 19, we do not have current end of year data to compare student performance to the previous year. Students have not been on campus since March 13, 2020 so all state testing and end of the year district assessments were not given to allow us to compare student performance. Based on the Middle of the Year data we have, our students in Kindergarten-3rd grade went from forty percent developed on all tasks at the beginning of the year to fifty-seven percent developed on the middle of the year TPRI assessment. Our Renaissance Star report shows students in second-fifth grade increased in performance from sixty-seven percent at or above grade level on the beginning of the year screener to seventy-four percent at or above grade level in the area math on the middle of the year screener. In reading, our second-fifth grade students increased performance from forty-seven percent at or above grade level to fifty-eight percent on the middle of the year screener. We were able to conduct two Benchmark assessments for fourth grade writing and fifth grade reading and math. Our fourth students increased from fifty-three percent at the Approaches level on the Writing Fall Benchmark to seventy-two percent on the Spring Benchmark. Our fifth grade students increased from seventy-one percent on the Approaches level on the Fall Reading Benchmark to seventy-six percent on the Spring Benchmark. Our fifth grade students also increased from seventy-three percent at the Approaches level on the Math Fall Benchmark to eighty-three percent on the Spring Benchmark. If we had a normal end to the school year, we are confident we would have met our academic goals based on the most current data.

We are concerned about student regression due to Covid 19. Our teachers did a great job checking in with our students twice a week and teaching lessons through Google Meets or Zoom, but we know those twice weekly sessions do not compare in quality to strong classroom instruction that would have occurred daily if our students had been given the opportunity to return to school. We are uncertain what the beginning of the year will look like for the 20-21 school year, but know we will need to utilize as much small group intervention as possible to try to close the gaps in student learning. We will utilize the most current RenStar data we have to determine RTI groups and have them in place as soon as the school year begins. We will assess our students quickly to make needed adjustments to the existing RTI groups we previously established.

Most recent data from our 2019-2020 CIP.

Wake Village has maintained a Met Standards rating every year for state accountability on our STAAR Assessments. We received four distinction designations for our students' performance on the 2018-2019 STAAR Math and Reading Assessments. We set and determine goals based on last year's data. Our students demonstrated growth in all areas except fourth grade math. Our 3rd grade Reading increased thirteen percent to 86 percent at the approaches level and Math increased four percent to 85% at the approaches level. Our

fourth grade Reading increased one percent to 71% at the approaches level, math decreased three percent to 77% at the approaches levels and Writing increased four percent to 76% at approaches. Our fifth grade student performance increased in Reading by four percent to 85, Math stayed the same at 90% and Science increased ten percent to 82% performing at the approaches standard. We will have enrichment to target specific students who performed at the Approaches standard to try and move them to Meets standard.

81% of our students in grades Kindergarten-second grade were considered to be at the Meets level on their TPRI End of the Year assessment. Our campus had a target goal of 83% which we did not meet so we will keep the same goal for next year with the expectation of meeting that goal.

Seven percent of our students are Hispanic. Of our students taking the TELPAS assessment, two students were identified at the beginning level while the majority performed at the intermediate and/or Advanced range.

Due to our students' satisfactory performance on the STAAR assessments last year, we did not have any areas of targeted support or improvement.

Student Learning Strengths

Our students have been performing much better on the math STAAR assessments. I believe the addition of a Math Interventionist has helped improve student performance. We have also been very fortunate to hire several really strong math teachers in every STAAR tested grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We expect a large percentage of student academic regression for students as they enter the the 20-21 school year. **Root Cause:** Covid 19 interrupted the 19-20 school year for student learning

School Processes & Programs

School Processes & Programs Summary

Our campus follows the TEKS Resource System for grades Kindergarten through five. Our Pre-K follows the Pre-K guidelines and incorporates Frog Street Press into their curriculum. In addition to the TEKS Resource System, our district is in the middle of a three year Literacy Initiative. Our teachers received LETRS and in depth phonics training that will continue this year with the addition of the second phase of the literacy initiative which is Guided Reading. Our teachers received the initial training for Guided Reading during the Spring of 2018. They will continue receiving training throughout this school year. We have teachers participating in the Google Pilot which gives them a classroom set of chromebooks along with multiple trainings as to how to effectively implement this in the classroom.

Our grade levels have PLCs every other week to discuss curriculum and instruction. The Instructional Coach meets with them during their planning meeting as well as an administrator when possible. Administrators conduct grade level PLCs following any district assessment to identify strengths and weakness and to make plans to address the areas of weakness. We utilize our data to determine students requiring outside supports such as RTI small group pull outs and tutorials. We also use our data to determine teacher weaknesses and provide coaching on various instructional strategies.

We are entering our fifth year of practicing and modeling The Leader in Me philosophies of Steven Covey and hope to achieve Lighthouse status during the fall of 2020. Our staff has received training every year on the phases of Leader In Me Implementation. In return, we model and teach these philosophies to our students through every day experiences and within the curriculum. Our students will practice their leadership skills by goal setting and tracking their own growth throughout the year. Students will be able to self reflect and evaluate their personal and academic goals.

Wake Village is a Title 1 School so we receive Title 1 Funds which allows us to purchase necessary academic programs for our students. We also receive State Comp. Ed funds which allows us to provide Pre-K classes to three and four year olds. We have three Pre-K classrooms and each classroom has one teacher and one paraprofessional. We also employ a retired teacher who works part time as an interventionist to provide services to students identified as academically at risk.

Administrators will conduct a minimum of two walk-throughs per teacher. New teachers will receive four walk-throughs throughout the year.

Wake Village did not experience a high rate of staff turnover for the upcoming 2020-2021 school year. We addressed poor teacher performance with two staff members and were able to replace those positions for the upcoming school year. We had one staff member move out of state for her spouse's job and were able to fill that position with an existing grant funded staff member.

Wake Village has one Principal, two Assistant Principals and an Instructional Coach who work closely together to support our students, teachers and parents.

School Processes & Programs Strengths

The Literacy Initiative has been a wonderful addition to our curriculum. While it was very overwhelming during the initial implementation, our teachers have embraced the changes and we truly feel our students are benefitting from this change. We were able to observe individual student growth once the Phonics phase was implemented. Our new Instructional Coach has done an excellent job working with our teachers and supporting their instructional practices. Our teachers feel very comfortable working with her and feel she has the desire to help them be successful.

Perceptions

Perceptions Summary

Wake Village promotes a positive campus climate with high expectations academically, personally and emotionally for all our students. We believe all students can learn and each student has his or her own special gift or talent. We are a Leader In Me campus committed to promoting and teaching leadership skills to our students with the expectation of developing the whole child which will create opportunities for them to be successful leaders. We are aiming to achieve Lighthouse Status for Leader In Me during the Fall of 2020.

Wake Village has a wonderful and very supportive VIPS. We value the relationships we have with our parents and community. Wake Village increased our parent involvement substantially during the 2018-2019 school year with various school activities that were provided for parents and students. Our trunk or treat continues to be a family favorite and we look forward to it being even better during the 2020-2021 school year. Other activities included Bingo for Books, Family Craft Night, Family Movie Nights and our Student Talent Show. Unfortunately, our Family STAAR Night and students Talent Show were not able to take place due to Covid 19 cutting our year short with students and staff not being allowed on campus. Our VIPS were recognized at the district level for their outstanding involvement to our students, staff and school.

Based on the new legislative guidelines, our district added several cameras to our campus for student, staff and family safety. We now have cameras in every hallway, in front of the restrooms, in the front office, cafeteria, entry way and in various locations outside of the building. We currently utilize the Raptor program which requires visitors to provide a picture ID for us to scan and enter in the system. The system will alert us to let us know if the person has been flagged in the system. When this happens, we do not allow them access to our school.

Our MRA data from the Leader In Me Survey shows growth in every area with the exception of one area. Our campus made a lot of progress in the family involvement area of the survey. We grew 56% from the previous survey. In the area of Students-Led Achievement for Academics we improved by 16% which is great. We will continue to focus on making sure our students are setting goals for themselves and giving them the opportunity to track their goals and have conversations about their goals. 2019-2020 was the first year for us to have student-led conferences. We did not have very many parents attend, but we are hopeful the participation will increase as we continue with the conferences each year. We gave our Student Lighthouse Team the opportunity to vote on the new playground for our school. The team had the opportunities to discuss the options together and then took it home to review the top five choices. Our students were able to determine the first and second choice for us to submit to Central Office. We hope we are able to get the new playground within the next year.

The only area to decrease on the survey is in the area of Staff Satisfaction specifically in the areas of Staff Empowerment and Social

Emotional Learning Support. When we met during grade level meetings, teachers expressed frustrations with feeling like their instruction is micromanaged. They do not feel as if they are trusted enough to teach their students and that is why certain district initiatives have been put in place. When I asked if they disagreed with Reading Initiative all of the teachers feel the components are very good and think our students will show growth with the implementation. Their frustration comes from having to follow a specific way and order to teach the content. The teachers feel our students become bored of doing reading block the exact same way everyday. They would like the ability to change it up as needed, but fear getting in "trouble" if Instructional Services personnel visit their rooms and they are not following it exactly like everyone else. They said they want to still teach the content and do the activities such as the Elkonin boxes because they know it is beneficial for our students, but would like more input on their classroom schedule and what the reading and math block should look like.

We have offered training such as Mental Health 101, but our staff still feel as if they are not well equipped to effectively teach and model social and emotional concepts for students struggling with trauma related behaviors. Our district formed a committee to review several options for programs that can be implemented at the campus level for our students. We are seeing a greater need with each passing year for mental health support, especially for our younger grade level students. The addition of the Behavior Support Specialist last year for our campus is a step in the right direction and we are utilizing him to build relationships with students who need someone to advocate for them to ensure their needs are being met. Overall we continue to struggle and feel like we need more assistance and tools to assist students in the classroom with trauma based behaviors.

Another area we need to focus on is encouraging our students to believe in themselves. The most alarming piece of the MRA survey is in the area of growth mindset. 43% of students believe they can learn new things, but can't change their basic intelligence and only 38% believe their intelligence is something they have the power to change. We are going to have to do a better job motivating our students and encouraging them to believe in themselves. We need to show them they have the power to change their intelligence and teach them the strategies needed to improve their academics such as setting goals and having deep conversations about the steps that are in their control to reach their goals and then give them the opportunity to utilize those steps and actions for goal attainment.

Perceptions Strengths

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

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

Accountability Data

- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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: 3rd grade students will have a target of 30% at Meets Standards on the STAAR Reading Assessment. .

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

Summative Evaluation: None

Strategy 1: Provide small group RTI during classroom instruction and out of class pull outs using various instructional materials and applications. We will use Fountas and Pinnell LLI, Tools 4 Reading, Reading A-Z Flocabulary, and Teacher Pay Teacher for center activities related to vocabulary, text features and poetry.

We will also utilize the new professional development teachers are receiving for guided instruction to incorporate in their classroom instruction.

Strategy's Expected Result/Impact: We will administer end of grade level assessments, benchmark assessments and the end of year STAAR tests with the expectations more of our students will be at the Meets Expectation standard for STAAR.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June

Strategy 2: We will hold grade level Data review meetings to discuss student data following end of grading period assessments and benchmark assessments.

<p>Strategy's Expected Result/Impact: We will expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 3: We will provide intervention for students already at the Meets level of performance to move them to Master level of performance.

<p>Strategy's Expected Result/Impact: We will expect to see a larger percentage of students performing at the meets and masters levels on the STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: 4th grade students will have a target of 30 percent at Meets Standards on the STAAR Reading Assessment.

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

Summative Evaluation: None

Strategy 1: Provide Small Group RTI during classroom instruction and out of class pull outs for intervention. using various instructional materials and applications. We will use Reading A_Z, Tools for Reading, STAAR materials and Teacher Pay Teacher center activities for Vocabulary, Text Features and Poetry.	
<p>Strategy's Expected Result/Impact: Various instructional strategies will be used to increase student performance. We will administer end of the grading period assessments and benchmark assessments to review progress.</p> <p>Interventionist and classroom teachers will wok closely together to monitor performance.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative
	<p>Dec</p> <p>Feb</p> <p>Apr</p>
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
Strategy 2: We will provide training during the year on how to differentiate instruction within your classroom.	
<p>Strategy's Expected Result/Impact: We will meet with teachers at least once a month to discuss strategies being used and the effectiveness of the strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative
	<p>Dec</p> <p>Feb</p> <p>Apr</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 3: We will conduct grade level data review meetings to discuss student data following end of the grading period assessments and benchmark assessments.

<p>Strategy's Expected Result/Impact: We expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: 77% of our K-2nd grade students will master the overall screening percentage on the End of Year TPRI assessment.

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

Summative Evaluation: None

Strategy 1: Teachers will follow the Literacy Initiative to ensure student success. Teachers will utilize Fountas and Pinnell LLI, Phonics and Guided Reading portions of Literacy Initiative into their Literacy blocks. Teachers will use Tools for Teaching, Reading A-Z and Teacher Pay Teacher for Center activities for genre, vocabulary and text features.

<p>Strategy's Expected Result/Impact: With the second year of the reading initiative, we will expect to continue seeing student growth in reading fluency and accuracy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 2: Teachers can utilize a leveled library to assist with student instruction.

<p>Strategy's Expected Result/Impact: We will expect to see our student become more proficient readers with higher levels of comprehension.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 3: Students identified as at risk will be serviced in small group Response To Intervention sessions with a retired certified teacher.

<p>Strategy's Expected Result/Impact: We will expect to see our students become more proficient readers with higher levels of comprehension.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  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: Students in grades 1st-5th will maintain data binders to track their academic and personal progress throughout the school year. 95% of students enrolled from the beginning of the year will have completed data binders by May 20, 2021

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

Summative Evaluation: None

Strategy 1: Teachers will work with students on how to track data in their binder by modeling what to do and how to document data in the binder.	
Strategy's Expected Result/Impact: Students will be able to successfully communicate with an adult regarding their progress or lack of progress based on the data in their binders.	Formative
Staff Responsible for Monitoring: Assistant Principal	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Teachers will meet with students bi-monthly to monitor the tracking of data.	
Strategy's Expected Result/Impact: Students will be more aware of how they are performing academically and whether or not they are meeting their behavior goals.	Formative
Staff Responsible for Monitoring: Assistant Principal	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Students will share their academic and personal goals with their parents during student led conferences which will take place at the end of October 2021.

<p>Strategy's Expected Result/Impact: Students are able to communicate whether they met their academic and personal goals with their parents.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 1: We will complete four walk-throughs for new teachers and two walk-throughs for veteran teachers by March 12, 2021.

Evaluation Data Sources: Walk through evaluation forms

Summative Evaluation: None

Strategy 1: We will create a campus schedule for administrators to ensure that walk-throughs are consistently completed.		
Strategy's Expected Result/Impact: We will expect to see improvement in the quality of research based instructional strategies taking place.		Formative
Staff Responsible for Monitoring: Assistant Principals		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: We will look at the data to target improvement in student engagement, student to student strategies and the implementation of true cooperative learning strategies.		
Strategy's Expected Result/Impact: We expect to see higher levels of student engagement in our Walk Through data.		Formative
Staff Responsible for Monitoring: Assistant Principals		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Feb
Problem Statements: None		Apr
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: Teachers will continue to incorporate Math stations with hands on learning activities. We will utilize teacher pay teacher, Lone Star Learning, Kamico, Measuring up to Math and other manipulatives and materials.

Strategy's Expected Result/Impact: We will expect to see higher academic achievement in students' math performance		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Assistant Principals		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Provide staff development opportunities and develop a culture of learning through professional dialogue among team and staff members through implementation of peer observation of twice within the school year.

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

Summative Evaluation: None

Strategy 1: Teachers will receive various training opportunities when we return for the 2020-2021 school year. They will attend district level professional development for the writing portion of the reading initiative.	
<p>Strategy's Expected Result/Impact: We expect to see teachers being more effective in the classroom when working with students. Evidence will be based on how well students are doing academically and if we have a decrease in number of students being sent to the office for disciplinary purposes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
Strategy 2: Grade levels will meet every other week to discuss curriculum to ensure consistent instructional planning is taking place to address the TEKS. Teachers will share instructional strategies used to teach the content and review student academic progress.	
Teachers will document meetings with Agendas, lesson plans and Instructional Planning Documents.	
<p>Strategy's Expected Result/Impact: A more open and positive school climate among staff members with the focus being increased student performance.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 3: Teachers will continue to incorporate Math stations with hands on learning activities. We will utilize teacher pay teacher, Lone Star Learning, Kamico, Measuring up to Math and other manipulatives and materials.

Strategy's Expected Result/Impact: We will expect to see higher academic achievement in students' math performance	Formative
Staff Responsible for Monitoring: Assistant Principals	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: We will give teachers the opportunity to observe instructional practices in their peers classrooms. We will expect all teachers to conduct a peer observation once throughout the year.

Strategy's Expected Result/Impact: We expect to see a more open and positive school climate among staff with the focus being on increased student performance.	Formative
Staff Responsible for Monitoring: Instructional Coach	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 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 continue the events from last year and will include STAAR family nights for Reading and Math during the 2020-2021 school year.

Evaluation Data Sources: Number of parent/community events that take place on our campus during the 2020-2021 school year.

Summative Evaluation: None

Strategy 1: We will add an additional STAAR family night for parents to give them a better understanding of student expectation for the STAAR test. Below is the list of events planned for parent involvement.
We incorporate a Leader In Me Habit with each event.

- 1.) Movie Night
- 2.) Trunk or Treat
- 3.) Parent/Student Make and take Snowflakes
- 4.) STAAR Reading family night
- 5.) Bingo for Books
- 6.) STAAR Math family night
- 7.) Veteran's Day Program
- 8.) VIPS grade level performances throughout the year or prior to award assemblies.

<p>Strategy's Expected Result/Impact: We expect to see more parents getting involved with the school whether it is fun activities or learning about our State Assessments. We will have sign in sheets for each event.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 2: Wake Village created a Facebook Page to communicate with parents what is happening on the campus.

Strategy's Expected Result/Impact: Improved communication between the school and our students' parents.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Assistant Principal		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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)	Jennelle Ingram	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)	Holly Tucker	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.

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 ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid 	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.

<ul style="list-style-type: none"> • 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	Amy Nix	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 ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	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.
<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 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</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>	Shawn Davis	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	Holly Tucker	
<p>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</p> <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	<p>Education code 38.0041</p>	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
<p>17. College and University Admissions and Financial Aid (All grade levels)</p>	<p>Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201</p>	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
<p>18. Comprehensive School counseling Program that includes:</p> <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	<p>Education Code 33.005</p>	Sherry Young	Board Policy BQ (H), FFEA(H)

continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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