

Texarkana Independent School District

Westlawn Elementary

2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westlawn Elementary is a Title I school due to the fact that 97% of them qualify for free and reduced lunch and are considered economically disadvantaged. The students are some of the most resilient young people in the entire town. Of the 340 student population, 85% are African American, 9% Hispanic, 5% Caucasian, and 1% two or more. Many of the students live in poverty and are products of generational poverty. The majority of Westlawn's families rely on government assistance and live in government housing. Because of this, the mobility rate is around 20% defined by students moving back and forth often within district, to Liberty-Eylau, or across state lines to elementary schools on the Arkansas side. According to Eric Jensen (2009) the development of the brain of children from poverty is different from that of their peers who do not grow up in similar environments. Stress from school adds to the dilemma that students face and causes more hardships for them.

Due to these factors students at Westlawn Elementary struggle with higher level thinking and making connections to the learning due to their lack of experiences. Discussions with teacher groups and district leadership indicate a need to increase the social skills of students, possibly through cooperative learning strategies. In addition to cooperative learning strategies students at Westlawn will focus on developing their leadership skills through a research-based curriculum.

14% of our students qualify for Special Education Services. Our campus now hosts three self-contained special education classes. In addition to those classes, our campus also serves several students who attend specialized classes under their IEP Agreements. Westlawn Elementary also provides state mandated services to our students. Our students who are identified as Gifted and Talented participate in the district G/T program which is housed on our campus. The number of students being served by an ESL teacher is less than 2%. Our district provides an ESL teacher who works with teachers to ensure that the student is receiving Sheltered Instruction within our classroom. We have several staff members who are also ESL certified.

The staff of Westlawn Elementary consists of: a Principal, two Assistant Principals, two Instructional Coaches, two Counselors, an Academic Support Specialist, Family and Community Engagement Specialist, Reading & Technology Specialist, a Diagnostician, 18 General Education Teachers, eight Interventionists, two Gifted and Talented Teachers, 3 SpEd Self-Contained Teachers, 3 SpEd Collaborative Teachers, six Instructional Paraprofessionals, three teachers and two paraprofessionals serve as Elective staff, Receptionist, Admin Assistant, and VIPS Campus Contact, Behavior Coordinator and two Behavior Interventionists, the support of two Speech Pathologists, Occupational Therapist, Dyslexia Teacher, and Physical Therapist, four Custodians and Cafeteria Workers. Of the 76 staff members, 39% are African American, 4% Hispanic, and 57% Caucasian.

The campus has experienced struggles due to the inexperience of the teaching staff. 42% of the teaching staff during the 2017-2018 school year had 0-5 years of experience. Because of the lack of teaching experience often times teachers at Westlawn struggle with the content as well as classroom management skills. This often leads to a high turnover rate among teachers. Intentional recruitment efforts have reduced that percentage to 31% for the

2018-2019 school year.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. State law has long required teachers to hold a degree and be certified in the area(s) to which they are assigned. Federal law as set out in Public Law 107-110, No Child Left Behind Act of 2001, reemphasized this state requirement. According to the law, all teachers in states and/or school districts accepting Title I, Part A funds must be highly qualified to teach in the area(s) to which they are assigned by the end of the school year of 2005-06. While appropriate certification is important, passing the State TExES or meeting the H.O.U.S.E. requirements, experience, and relevant professional development are also essential and must be considered when evaluating staff. 100% percent of classes at Westlawn Elementary School are currently being taught by highly qualified teachers. Westlawn teachers continually strive to improve and strengthen their teaching capabilities and instructional delivery methods by participating in staff development that is current and relevant to their needs. The Westlawn faculty recognizes that all students are diverse and that many have specific learning needs. Thus, the focus is on identifying students with specific needs and providing appropriate differentiated assistance and/or remediation where needed. To prepare students to work in a 21st Century collaborative environment, the campus has placed an increased emphasis on the implementation of and training in collaborative learning models of instruction.

Demographics Strengths

Despite these challenges, our students are eager to learn and feel success! During the 2016-2017, Westlawn Elementary Met Standard for the first time since the realignment of the college zone and was also in the top 25 percent for student progress! This achievement was continued for the 2017-2018. Although a distinction was not earned, the areas of strength were academic growth and closing the gaps.

Westlawn is a 2015 recipient of the Apple ConnectEd Grant in which all teachers have Macbooks and ipads and all students have an ipad making each classroom one-to-one. This has assisted the staff in planning more engaging lessons and presenting the content to meet a variety of learning styles. In 2017, the campus was one of 19 schools to receive the TTIPS Grant. With this grant, teachers, students, and parents benefit in ways that are unique to each stakeholder. Westlawn also received the 2018 Outstanding Campus Excellence in Professional Learning Award from Learning Forward Texas!

Student Academic Achievement

Student Academic Achievement Summary

Analysis of the STAAR data indicates that the achievement of the African American, Economically Disadvantaged, and Special Education are significantly lower than the other subgroups of Hispanic and White. Westlawn continues to employ reading and math interventionists to fill achievement gaps of our struggling students. For the 18-19 school year, a writing interventionist was added. A comprehensive writing approach will continue to be the focus to implement writing across the content areas. A hands-on approach will continue in the area of science along with continuing to implement the district curriculum, data walks, and cooperative/collaborative instructional strategies.

We are required to have Annual Performance Goals with the TTIPS Grant.

READING: We are on track to increase student achievement in Reading to 80%. STAAR 2019 overall Reading was 67%, an increase from 61%. STAAR 2018 overall Reading was 61%, an increase from 52%.

MATH: We achieved the goal to increase student achievement in Mathematics to 80%. STAAR 2019 overall Math was 75%, an increase from 72%. STAAR 2018 overall Math was 72%, an increase from 65%.

WRITING: We are not on track to increase student achievement in Writing to 75%. STAAR 2019 overall Writing was 52%, an increase from 32%. STAAR 2018 overall Writing was 32%, a decrease from 41%.

SCIENCE: We are on track to increase student achievement in Science to 80%. STAAR 2019 overall Science was 63%, a decrease from 64%. STAAR 2018 overall Science was 64%, an increase from 55%.

For students not meeting the district promotion standards, summer school is held on the Westlawn campus in conjunction with Summer Camp.

2019: Summer school consisted of 5 3rd graders, 2 4th graders, and 21 5th grade students (for SSI). Students received concentrated instruction over areas of need and recommendations for placement to the next grade were made.

2018: Summer school consisted of 17 3rd graders, 4 4th graders, and 31 5th grade students (for SSI). Students received concentrated instruction over areas of need and recommendations for placement to the next grade were made.

CNA for Targeted Support:

The Campus Leadership Team met to discuss the 2019 Accountability Rating. The campus overall rating was a C comprised of Domain 1 (D rating), Domain 2 (C rating), and Domain 3 (C rating). The breakdown of Domain 1 shows the overall student achievement average for Approaches is 67%, Meets, 32%, and Masters 8% and the average of those categories is 36% which converted to a 62 (D) on a 100-point scale. The exact percents from Domain 1 is also used again in Domain 2-Part B, and Domain 3. Data shows that the average of Approaches, Meets, and Masters must increase to increase the rating of

Domain 1 which will subsequently make an increase in the scores for Domains 2 and 3. One notable area that can be easily monitored is the Economically Disadvantaged percent used in Domain 2 Part B. The CEP form used to determine this percent is sent home in the first day packets and the percent that has been collected by the October snapshot date is used. We know based on the families we serve that our percent should be higher which would positively change the scale score for Domain 2 Part B-Relative Performance.

During the Root Cause Analysis, the Campus Leadership Team brainstormed possible reasons for the rating of Domain 1 for Student Academic Achievement. The reasons were: (areas of influence) class size, teacher turnover, literacy initiative/too many programs, student behavior, growing special education pop/specialized support, pull-out schedules for dyslexia, lack of experience with student demographics, lack of experience with curriculum, lack of parental support, feeder school transition, mobility, Maslow's Hierarchy of Needs, attendance, medical needs not met, (areas of control) under supported ELL population, planning differentiation, planning time, need for more recess, teacher burnout, and inconsistent discipline expectations. The circle of control consensus that was further discussed was planning. There is an extensive amount of planning that is required to meet the wide range of academic needs in each classroom based on the number of students that are not on grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a wide range of academic needs in each classroom. **Root Cause:** The majority of our students are well below grade level.

Problem Statement 2: 48% of our 4th grade students were not successful on the 2019 Writing STAAR test. (68% of our 4th grade students were not successful on the 2018 Writing STAAR test.) **Root Cause:** Limited student language acquisition and lack of novelty within lessons and interventions

Problem Statement 3: 63% of our students in grades 3-5 are not reading on grade level. [2019] (55% of our students in grades 3-5 are not reading on grade level. [2018]) **Root Cause:** Lack of early intervention in phonics and use of effective instruction on comprehension

School Processes & Programs

School Processes & Programs Summary

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

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

With this philosophy in mind, the instructional processes must be intentional in order to serve the needs of the students. The master schedule now includes response to intervention time within each section of every content. Before, RTI was only for reading and math. It includes less transitions specifically for fourth grade and a split recess before and after lunch.

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

Students participate in five electives (technology, robotics, physical education, fine arts, and library) in order to provide scheduled weekly instructional planning opportunities for the instructional coaches and administrators to dialogue with all teachers (homeroom, interventionists, and collaborative) about the direction of the next week's lessons using the TEKS Resource System. As common assessments are taken, data is presented about the needs of the grade level as a whole, teams, and homeroom classes.

The leadership team is composed of the principal, assistant principals, instructional coaches, counselors, academic support specialist, family and community engagement specialist, and behavior coordinator. Monday morning huddles allow for the team to quickly discuss their focus for the week and share valuable information about the staff, students, and/or parents. A more in depth conversation and planning happens biweekly on Wednesdays that includes the instructional calendar, programs, accelerated reader, etc.

Through the TTIPS Grant, students are able to sign-up for after-school clubs such as Service over Self (S.O.S.), U.I.L., Music-Art-and-Theatre (M.A.T.), and the Novel Bunch on the days tutorials are not in session. During the month of June, selected students participate in summer camp that includes enrichment and field trips. Staff is also afforded the opportunity to seek the Master Mathematics Teacher (MMT) or literacy specialist certifications.

School Processes & Programs Strengths

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

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

Perceptions

Perceptions Summary

Over the past couple of years, there has been a focus to shift the culture and climate of Westlawn Elementary. In 2014-2015 Westlawn Elementary became a Leader In Me Campus. Through this process our staff embedded the 7 habits into their daily lives as well as their lessons and curriculum. The campus celebrates student leaders each six weeks. During the 2017-2018 school year, student and parent lighthouse committees were created to provide a voice for both groups. Students feel safe at school and indicated the staff cares about their success. Across the board, surveys have shown a need to be more involved. With the addition of a Family Engagement Specialist, more parents have been reached in addition to VIPS through family nights each six weeks. This is a time to fellowship together with the family, sharing of a meal, and learning different strategies that can be used at home to encourage achievement at school. This year will include the addition of Coffee with the Principal and the Westlawn Distinguished Family Partner.

In addition to these events we have several business partners who play a special role on our campus. We are thankful to have the support of the Texarkana Alumni Chapter of Kappa Alpha Psi Fraternity as sponsors for our Boys to Men Red Tie Club. Not only are they present each six weeks for the afternoon meeting, they also greet our students back on the first day of school and the Tunnel of Leaders. The Precious Gems also have a mentoring group that visits our campus regularly to mentor selected girls.

With the implementation of a facebook and twitter page, the goal is to share the great things that are happening within the campus, provide important information, and invite parents to participate in their child's education.

One area of continued improvement is student behavior. From staff surveys, it is an area of concern. With the addition of a Behavior Coordinator, Tier 3 students are intentionally monitored by the behavior interventionists and counselors. Weekly grade level meetings involve a discussion around behavior concerns in order to find a solution. The implementation of PBIS is fostering a growth mindset in regards to how we respond to undesirable behaviors and equipping the students with tools to be in charge of themselves.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Referrals increased from 333 in 2016-17 to 426 in 2017-18. **Root Cause:** Lack of cultural understanding, poverty training, and PBIS structures

Priority Problem Statements

Problem Statement 1: 48% of our 4th grade students were not successful on the 2019 Writing STAAR test. (68% of our 4th grade students were not successful on the 2018 Writing STAAR test.)

Root Cause 1: Limited student language acquisition and lack of novelty within lessons and interventions

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: 63% of our students in grades 3-5 are not reading on grade level. [2019] (55% of our students in grades 3-5 are not reading on grade level. [2018])

Root Cause 2: Lack of early intervention in phonics and use of effective instruction on comprehension

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Referrals increased from 333 in 2016-17 to 426 in 2017-18.

Root Cause 3: Lack of cultural understanding, poverty training, and PBIS structures

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a wide range of academic needs in each classroom.

Root Cause 4: The majority of our students are well below grade level.

Problem Statement 4 Areas: Student Academic Achievement

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

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 English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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


Performance Objective 1: By 2021, 4th grade writing will increase from 32% to 75%.

Evaluation Data Source(s) 1: Campus created checkpoints

District Benchmarks

STAAR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Hiring of a writing interventionist to provide intervention with students in 4th grade.	Administrators Instructional Coaches	Increase of student achievement				
Problem Statements: Student Academic Achievement 1, 2						
2) Hiring of a writing interventionist to be utilized as the writing department chair for the campus to implement writing across the content areas.	Administrators Instructional Coaches	increase of writing opportunities in math, reading, writing, science, and elective classes (as applicable)				
Problem Statements: Student Academic Achievement 1, 2						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: There is a wide range of academic needs in each classroom. **Root Cause 1:** The majority of our students are well below grade level.

Problem Statement 2: 48% of our 4th grade students were not successful on the 2019 Writing STAAR test. (68% of our 4th grade students were not successful on the 2018 Writing STAAR test.) **Root Cause 2:** Limited student language acquisition and lack of novelty within lessons and interventions


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: 80% of classroom teachers across all content areas will incorporate components of effective balanced literacy daily.

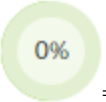
Evaluation Data Source(s) 2: Informal Walkthroughs
TTESS


Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Monitor daily schedule and ensure that balanced literacy schedule is implemented with fidelity.	Administrators Instructional Coaches	Increase instructional reading level of 80% of the students				
2) Teachers will participate in learning walks to observe implementation of balanced literacy.	Administrators Instructional Coaches	Increase instructional reading level of 80% of the students				

 = 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: By 2021, there will be less than 150 discipline referrals submitted for PEIMS.

Evaluation Data Source(s) 1: TEAMS & Eduphoria reports
TTIPS APGs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implementation of a school-wide campus and classroom management plan based on the 7 Habits for LIM	Counselors Behavior Coordinator Administrators	reduction in discipline referrals, increase in proactive approaches by students, synergy amongst students				
Problem Statements: Perceptions 1						
2) Implementation of Why Try Curriculum	Counselors Behavior Coordinator Administrators	reduction in discipline referrals, increase in proactive approaches by students, synergy amongst students				
Problem Statements: Perceptions 1						
3) Implementation of Positive Behavioral Intervention & Support Techniques incorporated during Behavioral RTI	Counselors Behavior Coordinator Administrators	reduction in discipline referrals, increase in proactive approaches by students, synergy amongst students				
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Referrals increased from 333 in 2016-17 to 426 in 2017-18. Root Cause 1: Lack of cultural understanding, poverty training, and PBIS structures

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

Performance Objective 1: 20% of classroom teachers will develop and provide professional development based on needs and outcomes from Learning Walks to increase teacher effectiveness.

Evaluation Data Source(s) 1: TTIPS APGs
TTESS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) All teachers will be scheduled to participate in Learning Walks. Additionally, novice and/or struggling teachers are being observed with the purpose of follow-up coaching sessions for feedback to improve.	Instructional Coaches	Teacher growth from BOY/EOY TTESS walkthroughs and evaluations; student growth in STAR , Weekly Checkpoints, Benchmarks, & STAAR.				
Problem Statements: Student Academic Achievement 1, 3						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a wide range of academic needs in each classroom. Root Cause 1: The majority of our students are well below grade level.
Problem Statement 3: 63% of our students in grades 3-5 are not reading on grade level. [2019] (55% of our students in grades 3-5 are not reading on grade level. [2018]) Root Cause 3: Lack of early intervention in phonics and use of effective instruction on comprehension

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

Performance Objective 1: Extension of the Leader in Me Program from school to home will increase family participation in school activities by 20%

Evaluation Data Source(s) 1: TTIPS APGs
VIPS Activity Logs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Involve parents in the implementation of Leader in Me by providing 7 Habits of Highly Effective Families parenting workshops.	Family & Community Engagement Specialist	Lower Discipline Referrals; Higher parent participation rates in campus events as compared to previous school years.				
Problem Statements: Student Academic Achievement 1, 3 - Perceptions 1						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a wide range of academic needs in each classroom. Root Cause 1: The majority of our students are well below grade level.
Problem Statement 3: 63% of our students in grades 3-5 are not reading on grade level. [2019] (55% of our students in grades 3-5 are not reading on grade level. [2018]) Root Cause 3: Lack of early intervention in phonics and use of effective instruction on comprehension
Perceptions
Problem Statement 1: Referrals increased from 333 in 2016-17 to 426 in 2017-18. Root Cause 1: Lack of cultural understanding, poverty training, and PBIS structures

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

Performance Objective 2: Provide opportunities for parents to broaden their knowledge to increase their potential for success.

Evaluation Data Source(s) 2: TTIPS APGs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Schedule community workshops and parent education opportunities. Research and provide parents with information regarding vocational degrees and certifications through Texarkana College.	Family & Community Engagement Specialist	Enrollment of parents in vocational degrees or certifications.				
Problem Statements: Student Academic Achievement 1, 3						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a wide range of academic needs in each classroom. Root Cause 1: The majority of our students are well below grade level.
Problem Statement 3: 63% of our students in grades 3-5 are not reading on grade level. [2019] (55% of our students in grades 3-5 are not reading on grade level. [2018]) Root Cause 3: Lack of early intervention in phonics and use of effective instruction on comprehension

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Jessica Higgs Miller	
Classroom Teacher	Martha Bramlett	
Classroom Teacher	Tiffanie Stewart	
Administrator	Taryn Givan	
District-level Professional	Mindy Basurto	
Parent	Erika Rhone	
Parent	Angeletta White	
Parent	Arthur Evans	
Parent	Terry Chatman	
Community Representative	LaMoya Burks	
Community Representative	Malcolm Baker	
Business Representative	Derrick McGary	
Business Representative	Emily Gammon	
Classroom Teacher	Jessica Musgraves	
Classroom Teacher	Patience Walker	
Classroom Teacher	Maria Woods	
Non-classroom Professional	JoDee Lott	

Campus Leadership Team

Committee Role	Name	Position
Administrator	Andrew Jones	
Administrator	JoDee Lott	
Classroom Teacher	Kiaundra Walker	
Administrator	Lucia Ochoa	
Administrator	Taryn Givan	
Classroom Teacher	Jessica Higgs-Miller	
Classroom Teacher	Shannon Roberson	
Classroom Teacher	Nichole Smith	
Classroom Teacher	Laura Dean	
Classroom Teacher	Kedrick Jones	
Classroom Teacher	Jessica Musgraves	

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	