

Texarkana Independent School District

Dunbar Early Education Center

Improvement Plan

2020-2021



Texarkana
Independent School District

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paul Laurence Dunbar, partnered with Texarkana Head Start, serves approximately 300 Pre-Kindergarten students comprised of both three and four year old children. The ethnic distribution of students was as follows: African American 83%, White 5%, Hispanic 7%, and Two or More 5%. 100% of the students qualify for free and reduced lunch.

Capacity for enrollment is 320 students with a total of 18 sections. In order to serve our students, Texarkana ISD currently employ 22 teachers, four special education teachers, 23 instructional aides, one library aide and one coach. We have one Principal, one Assistant Principal, one Instructional Coach, one Administrative Assistant, one Receptionist, one health aide, one library aide, three custodial staff members and three child nutrition staff members.

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

Demographics Strengths

Paul Laurence Dunbar's strength is being in partnership with Texarkana Head Start. This allows us to serve approximately 75 additional students. We are able to provide early education to students who come from a low socioeconomic background. We are able to provide a structured academic setting that will better prepare them for their future.

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

Student achievement at Paul Laurence Dunbar EEC will be measured against the ten skill domains outlined by the State of Texas Pre-Kindergarten Guidelines. Using the Frog Street Press Pre-Kindergarten curriculum will provide us with a viable curriculum to address the 10 ten domains of Pre-Kindergarten readiness: Social and Emotional Development, Language and Communication Development, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics, Sciences, Social Studies, Fine Arts, Physical Development and Technology. Students will be assessed three times a year (Beginning, Middle and End) using the Frog Street Assessment tools. Paul Laurence Dunbar EEC is celebrating that our students were making large gains and continued to learn through at home learning during COVID-19. Paul Laurence Dunbar EEC will continue to work towards Reading Target goal of 90% and Math Target Goal of 89% with at least 85% of our students mastering both goals.

Student Learning Strengths

Due top COVID-19, the students at Dunbar were not able to complete their end of year Frog Street assessments. The chart below includes the data from our beginning and middle of the year Frog Street assessments. Students receive scheduled RTI daily after beginning of the year testing and additional pull-outs at least twice a week after the middle of the year testing.

INDICATOR	BOY 2019-2020	MOY Goal	MOY Actual
		2019-2020	2019-2020
Vocabulary	BOY-83%	88%	87%
Uppercase Letters	BOY-28%	55%	61%
Lowercase Letters	BOY-25%	50%	56%
Shapes	BOY-54%	75%	80%
Numeral Recognition	BOY-34%	55%	62%
1:1	BOY-67%	76%	85%
Rote Counting	BOY-42%	60%	75%
Letter Sounds		70%	72%

INDICATOR	BOY 2019-2020	MOY	MOY
		Goal	2019-2020
Alliteration	BOY-12%	35%	32%
Comprehension/Text	BOY-17%	40%	39%
Name Writing	BOY-31%	55%	67%
Approaches to Learning	BOY-74%	80%	84%
Rhyming	BOY-14%	35%	33%
Social-Emotional	BOY-57%	65%	71%
Sentence Structure	BOY-47%	55%	64%
Follow Directions	BOY-96%	90%	94%
Writing	BOY-48%	70%	76%
Syllables and Sounds	BOY-42%	75%	78%

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

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

Dunbar EEC currently houses the three, Early Childhood Special Education (ECSE) classrooms, for the district.

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

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

Employee Data

- Professional development needs assessment data

Goals

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

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

Evaluation Data Sources: BOY, MOY and EOY
RTI Groups
Teacher Progress Monitoring

Summative Evaluation: None

Strategy 1: Continue implementation of the district approved Pre-Kindergarten curriculum with a focus on Read- Aloud questioning, letter identification and sound as evident in lesson planning and observation.	
Strategy's Expected Result/Impact: Increase in letter identification, letter sound, comprehension and text.	Formative
Staff Responsible for Monitoring: Instructional Coach	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Focus on Comprehension by providing training and strategies to strengthen summarization and story re-telling by conducting read aloud walks and classroom observations.

Strategy's Expected Result/Impact: *Increase in student comprehension- Evident on Frog Street Assessment		Formative
*Increase in student engagement during read aloud with rigorous and higher order thinking questions.		
Staff Responsible for Monitoring: Instructional Coach		
Title I Schoolwide Elements: None	Problem Statements: None	Dec
TEA Priorities: None	Funding Sources:	Feb
ESF Levers: None	None	Apr
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: Student Assessments
RTI Groups/Progress Monitoring

Summative Evaluation: None

Strategy 1: Provide training for all classroom teachers on Frog Street Press curriculum and assessment tools.	
Strategy's Expected Result/Impact: Effective and consistent testing for Frog Street Assessment and report cards	Formative
Staff Responsible for Monitoring: Instructional Coach	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Using data from formal and informal assessments, teachers will determine the students' strengths and weaknesses. Teachers will then provide targeted instruction based on these results.	
Strategy's Expected Result/Impact: Increase in the students' academic performance	Formative
Staff Responsible for Monitoring: Teachers	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Actively monitor activity teachers and aides as they follow schedule and lessons plans to provide individualized and intensive instruction to students identified through Frogstreet BOY and MOY formal testing.

Strategy's Expected Result/Impact: Increased performance in the students' areas of weakness	Formative Dec Feb Apr Summative June	
Staff Responsible for Monitoring: Assistant Principal		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		

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

Evaluation Data Sources: Discipline Reports
Conscious Discipline Checklists

Summative Evaluation: None

Strategy 1: Implement, facilitate, and manage a fair and consistent discipline plan using the conscious discipline strategies for students in Pre-Kindergarten.	
<p>Strategy's Expected Result/Impact: Assistant Principal will monitor the teachers classroom management strategies and /or give advice as needed.</p> <p>Increased effective classroom management</p> <p>*Routines in the classroom. *Students self-correcting *Utilizing the safe place. *Increase in the students vocabulary and their ability to make proper choices when it's concerning their emotions.</p> <p>*Monitoring and adjusting will take place throughout the year.</p> <p>*Decrease in students being removed from the classroom</p> <p>*Decrease in student meltdowns</p> <p>*Increase in academic data</p> <hr/> <p>Staff Responsible for Monitoring: Assistant Principal</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p>
	Dec
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: Implement and utilize Social Skills lessons on a daily basis during Library time to reinforce positive environments on campus.


Strategy's Expected Result/Impact: Decrease in student misbehavior and increase in student self-management	Formative
Staff Responsible for Monitoring: Assistant Principal and Library Aide	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: All campus personnel will implement the 7 Habits of Leader in Me throughout their daily routines. They will also implement and utilize the 7 Habits of Leader in Me to reinforce positive environments on campus.

Strategy's Expected Result/Impact: A positive and leadership driven cultural change throughout the campus.	Formative
Increase in staff and students' use of the 7 Habits throughout the daily schedule.	Dec
Staff Responsible for Monitoring: Campus Lighthouse Team	Feb
Title I Schoolwide Elements: None	Apr
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Evaluation Data Sources: EOY Data

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

Summative Evaluation: None

Strategy 1: Develop and implement a high quality and fully engaged Pre-Kindergarten program to assist in the transition to elementary school.	
Strategy's Expected Result/Impact: More students performing on grade level at the end of the year.	Formative
Staff Responsible for Monitoring: Principal Head Start Director	Dec
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Implement and blend Head Start and Prek Guidelines in the partnership classrooms	
Strategy's Expected Result/Impact: Partnership classes should mirror each other. All Guidelines should be implemented in all of the partnership classrooms.	Formative
Staff Responsible for Monitoring: Principal Head Start Director	Dec
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 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: Provide staff development activities and develop a culture of learning through professional dialogue with all staff to support professional goal attainment.

Evaluation Data Sources: Training documents
Agendas and Meeting Notes
Lesson plans

Summative Evaluation: None


Strategy 1: Conduct weekly Instructional Focus Team meetings with teachers.	
Strategy's Expected Result/Impact: Collaboration between to teachers to increase instructional performance and student achievement.	Formative
Staff Responsible for Monitoring: Principal Instructional Coach	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide mini professional development sessions on areas of need in regards to academics and technology	
Strategy's Expected Result/Impact: To strengthen the instructional areas of concern to positively impact student achievement	Formative
Staff Responsible for Monitoring: Instructional Coach	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Conduct regular meetings with the paraprofessional staff throughout the year and maintain connections and involvement with any issues that may arise.

Strategy's Expected Result/Impact: Increase professionalism in Instructional Aides to have a positive impact on student achievement.		Formative
Staff Responsible for Monitoring: Assistant Principal		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Evaluation Data Sources: Learning Walks data and documentation form

Summative Evaluation: None

Strategy 1: Intentionally plan our questions during our IFT meetings for each subject area.		
Strategy's Expected Result/Impact: Increase in critical thinking and student comprehension		Formative
Incorporate a variety of researched based teaching strategies.		Dec
Staff Responsible for Monitoring: Instructional Coach		Feb
Title I Schoolwide Elements: None		Apr
Problem Statements: None		Summative
TEA Priorities: None		June
Funding Sources: None		
ESF Levers: None		
Strategy 2: Establish debriefing meetings to discuss the "glows and grows" of the targeted focus of the learning walks.		
Strategy's Expected Result/Impact: Knowledge of various teaching strategies and methods of implementation		Formative
Staff Responsible for Monitoring: Instructional Coach		Dec
Title I Schoolwide Elements: None		Feb
Problem Statements: None		Apr
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: 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: Dunbar Early Education Center will increase community/parent involvement and establish positive community partnerships through personal, media and written communication.

Evaluation Data Sources: Sign-in Sheets
Parental Contacts and Resources
Newsletters

Summative Evaluation: None

Strategy 1: Initiate personalized communication with parents and community through multiple means of communication: TISD Website, Facebook, Marquee and newsletter.	
Strategy's Expected Result/Impact: To inform parents and community of upcoming campus events.	Formative
To showcase the students' academic and service learning experiences.	
Staff Responsible for Monitoring: Principal Assistant Principal	Dec
	Feb
	Apr
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	June
Funding Sources: None	

Strategy 2: Host parent meetings and training sessions twice per semester.

- *Parent Make and Take
- *Fall Family Fun Night
- *Spring Family Fun Night
- *Spring Make and Take
- *Virtual Parent Meetings/Family Meetings
- * Parent Picnic

Strategy's Expected Result/Impact: Increase in Parental and community involvement

Staff Responsible for Monitoring: Campus Lighthouse Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June



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 	TEC 37.001 Family Code 71.0021 TEC 37.0831		
14. Texas Behavior Support Initiative (TBSI) <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)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children <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. 	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <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 	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

<p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none">• 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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