

# **Texarkana Independent School District**

## **Texas High School**

### **2019-2020 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Students

<b>Students</b>	<b>2018-2019</b>
Total	1,773
African American	686
Hispanic	272
White	705
Other	110
SpEd	159
Economically Disadvantaged	885

<b>STEM Enrollment</b>	<b>2019-2020</b>
Total	1014 (906)
African American	246 (219)
Hispanic	130 (114)
White	564 (515)
Other	74 (35)
Economically Disadvantaged	
Male	450 (413)
Female	564 (493)

#### ATTENDANCE & MOBILITY (TAPR)

Attendance - 94.3%

Mobility - The rate of mobility has been consistent over the past several years. In 2016-2017, 263 students were identified as mobile and this was 13.53% of all students.

## DISCIPLINE

<b>Offense</b>	<b>2018-2019</b>	<b>2017-2018</b>
Total Incidents	1189	1340
Assaults	14	5
Behavior Felony	0	1
Controlled Substance	36	25
Disrespectful Behavior	281	267
Drug Paraphernalia	0	6
Failure to Comply	221	428
Fighting	149	112
Possession of Alcohol	0	2
Repeated Violent Behavior	6	19
Serious Misbehavior	6	45
Sexual Harassment		4
Skipping Class	94	97
Terroristic Threat	4	4
Vandalizing	3	1

<b>Ethnicity</b>	<b>2018-2019</b>	<b>2017-2018</b>
African American	946	1082
Hispanic	66	68
White	132	135
Other	45	54
SPED	181	154
Eco Disad	931	1084

## Staff Quality Recruitment and Retention

<b>Staff</b>	<b>2017-2018</b>
Total	185.6

<b>Staff</b>	<b>2017-2018</b>
Teachers	143.2
Professional Support	12.9
Campus Admin	9.6
Aides	20
African American	15.2 % (15.4%)
Hispanic	6.1% (6.3%)
White	76.7% (75.2%)
American Indian	0.7%
Asian	1.2% (1.0%)
Pacific Islander	0%
Two or More Races	0.0% (1.4%)
Males	39.3% (38.5%)
Females	60.7% (61.5%)
No Degree	2.0% (1.6%)
Bachelors	76.3% (50.3%)
Masters	45.3% (48.1%)
1 <sup>st</sup> Year Teachers	4.4%
1-5 Years Experience	26.5% (24.5%)
6-10 Years Experience	24.2% (27.9%)
11-20 Years Experience	24.8% (20.2%)
Over 20 Years Experience	20.2% (23.0%)

## Parents/Guardians and Community

Parental involvement is always a great need in the high school setting. The lack of parental involvement is not an indicator of a lack of parental support. Most students at the high school level would prefer that their parents not come to the school because of social concerns. Students tend to become more independent the older they become resulting in reduced parental involvement. Increasing accessibility and the presence of parents on campus and at school functions would lessen the stigma teenagers have about parental involvement. Keeping parent contact information current would enable school officials to communicate valuable information directly to the parent concerning student performance, attendance concerns, and opportunities for additional parent involvement. We generally do have a good parental turn out at sportign events. Attendance at Meet the Teacher was large this year. Many faculty members commented that this was the biggest turn out they had seen. We staggered our time with the elementaries and middle school so parents could attend both and not feel rushed. We believe this had a positive effect on the increased turn out.

The involvement of the community in the education of its students is critical and certainly worthy of cultivation. Texas High School is in a supportive and close-knit community. Businesses, as a rule, support the school by providing merchandise for various incentives and fund raising activities when called upon to do so. Community and business PIE members provide valuable assistance to the school, and serve as positive role models for our young adults. Business leaders contribute various resources to Texas High School such as time, money, and instructional support. Our partnership with McClarty Ford resulted in 2 Texas High students having a paid internship and full time jobs upon graduation, We will continue this partnership as well as grow others.

### **Demographics Strengths**

Texas High School has a diverse student population for our area of the state.

We have a high percentage of females and economically disadvantaged in our STEM program.

Our discipline referrals have declined. We are down 151 incidents from last year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The ethnic make up of our STEM/AP program is not reflective of the demographics of our campus. **Root Cause:** Students of diverse populations fail to feel supported while challenging themselves academically.

# Student Academic Achievement

## Student Academic Achievement Summary

### Student Outcomes and Performance

Accountability	2018-2019	2017-2018
Met Standard	Yes	Yes
Distinctions	2	2
	ELA/Reading	ELA/Reading
	Math	Science

### 2019 STAAR Performance

2019 STAAR Performance All Subjects	Approaches Grade Level Standard or Above	Meets Grade Level Standard or Above	Masters Grade Level Standard
All Students	75%	51%	19%
African American	62%	33%	7%
Hispanic	73%	47%	16%
White	89%	81%	18%
Asian	85%	81%	48%
Two or More	87%	59%	23%
Eco DisAd	67%	38%	9%
SpEd	36%	19%	3%
Continuously Enrolled	76%	48%	19%
Non-continuously Enrolled	74%	48%	18%

CNA for Targeted Improvement

### Student Academic Achievement Strengths

2019 Data

85.60% Distinguished Diploma

75% College Bound

58 AP Scholars, 4 National AP Scholars

8 students graduated in 2019 with an Associate's Degree with 60 or more college hours

56 Students attained Cum Laude

28 Students attained Magna Cum Laude

38 Students attained Summa Cum Laude

122 Honor Graduates - New School Record

1 National Merit Scholar

2 National Merit Commended Scholars

1 National Hispanic Scholar

1 TASSP All State Academic Excellence Team

1 TASSP Teens Serving Texas Honoree

2 US Naval Academy Appointments

122 Honor Graduates

\$18,298,799 in scholarship offers to Seniors 2019

Met standard and received 2/7 Distinctions for Accountability

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** There is a disparity between the white student population at the meets grade level standard or above and the African American student population at the meets grade level standard or above. **Root Cause:** Behavior management and large class sizes in our non-STEM classrooms.



**Problem Statement 2:** While there is growth in the special education population testing results from middle school to high school, we are still short of the target in ELA and math. **Root Cause:** Students lack literacy skills needed to be successful on each of these tests

# School Processes & Programs

## School Processes & Programs Summary

### Personnel

Our campus organizational chart is based on the needs of our students and campus. Starting with the Principal as the leader of the campus, systems are created with responsibilities and expectations. Administrative positions are created as part of this system to lead and manage specific areas of the organization. Support staff have a critical role in the functions of the system and are assigned appropriately. Finally, our teachers have the most important role as they work with our students to build success each day and preparing them for life.

### Policies and Procedures

TEKS Resource System to help teachers align lessons to instruction as well as activities.

Unit Assessments and benchmarks are administered to assess student learning and progress towards instructional goals.

Teacher training is a huge piece in the development of our teachers to give them resources to effect student achievement.

Instructional Frameworks of best practices, Eduphoria, and other data sources are critical to the success of our campus and district.

### Appraisals

#### *Walkthroughs*

Campus Administration will visit classrooms this year as much as possible. Walkthroughs are a top priority and an important part of the appraisal system. This means administration will be out of the office and in the classrooms.

Walkthroughs are formative in nature and used to improve instructions.

After a walkthrough, the teacher will receive feedback via Eduphoria Strive. The feedback is intended to be constructive and positive.

The following categories will be the focus for administration when classroom visits occur:

#### Focused instruction

- student engagement

- TEKS Resource System alignment
- integrated technology
- students behaving appropriately and on task
- a general classroom climate focused on collaboration, learning, and caring.

*What does Texas Teacher Evaluation and Support System (T-TESS) look like at Texas High?*

- Each classroom teacher to be evaluated using TTESS will be given a range of dates (1-3 days) to choose from for their evaluation lesson.
- Once the classroom teacher has chosen the date for the evaluation lesson, the classroom teacher will plan the lesson utilizing the various tools and strategies provided during professional development.
- The classroom teacher will meet with the Instructional Coach to discuss the lesson plan.
- The classroom teacher will meet with campus administration for the Pre-Conference.
- The classroom teacher will be evaluated by campus administration.
- The classroom teacher will meet with campus administration for the Post-Conference.

### **Professional Practices**

Our teachers team in PLCs weekly. They also meet as departments to stay cohesive and to offer support for growth for each other.

Professional Development is a priority throughout our district and on our campus. Our faculty meetings are designed in a way to continue the enhancement of our instruction and professional growth.

### **Programs and Opportunities for Students**

A strength of our campus is our facilities. When discussing facilities, people must consider not only the actual buildings but also the equipment, supplies, and materials needed to enhance instruction provided by the teachers. The Texas High School building has been well maintained since the 1967 construction. Custodial services are good, and students and staff can expect clean facilities. All safety standards have been met and the building is accessible to students and staff with disabilities.

The campus has welcomed additions such as the SPAC Theater, M/S Building, Updates in the Cafeteria. Recent projects include the renovation for Testing Center/Drill Team Facility, upgrade the track and practice fields, upgrade the game fields at Grim Stadium, and upgrades to the cafeteria area. We have recently finished renovating out aquatic center and are finishing a golf facility. We have also added positive signage to support our Leader In Me initiative.

Technology is a process of change and cycle of improvement annually. Each classroom has a standard set up with a teacher computer, student computer, data projector, document camera, white board, and audio system with components in ceiling. Additional technology resources are available for check out through our online destiny system such as Laptop, Chromebooks, iPad carts, and iPod touches. In addition, Texas High School has 4 computer labs with 30 computers each with additional computers available for students throughout the day in the library and career center. We also have several teams of teachers who participate in the Chromebook Academy which allows shared access to a classroom set of Chromebooks as well as training on how to use them most

effectively in the classrooms.

Infrastructure supports the operations of programs with adequate broadband and data ports.

Barriers in regards to technology - There were barriers in the transition into the 2019-2020 school year in regards to technology. Much of it was due to student passwords not being rolled over before school started.

### **School Processes & Programs Strengths**

Mentor teachers are provided for all New Tigers, and New Tigers report that this is very valuable to them.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students lack the opportunity to obtain real world experience in many career and technological fields. **Root Cause:** Lack of partnerships between community businesses and Texas High School.

**Problem Statement 2:** Teachers do not have a clear understanding of the variety of ways a collaborative classroom can function. **Root Cause:** More extensive professional development is needed.

# Perceptions

## Perceptions Summary

### Student

Texas High School has a school culture that welcomes all students, an environment that is friendly, positive, and promotes student achievement.

We are very proud of our students, and we believe we have a very positive culture at Texas High. Texas High School has a school climate that is very supportive of all students and staff. We have embraced our theme of TIGERS R(3)OAR - Respect Myself, Respect Others, and Responsible for my Actions, and we look for leadership traits in each other as coworkers and in our students trying to encourage the leadership potential in all. We also refer to each other as the "Tiger Family" built on respect, trust, and a willingness to go the extra mile for the next person. We are very collaborative and work together to help our students.

Each student has an individualized graduation plan when they enter THS as a freshmen. We have high expectations for our students and provide them with them with a rigorous curriculum that will prepare them for post-secondary readiness. In addition, we have a strong CTE program that provides our students with skills to build a career with opportunities for certifications while in high school.

Over 400 students are active in Student Council and reported for the initial after school meeting of the 2019-2020 school year.

### Staff

We have a culture of experienced staff who care about students and work to ensure they have a quality and meaningful education that will prepare them for life after high school. Our campus has an emphasis on college and career readiness.

### Parent

Parents have many opportunities for involvement at Texas High School. From Tiger Camp as parents of freshmen to evening workshops for Seniors, we have many workshops that are geared to enlighten and enlist the help of parents.

## Perceptions Strengths

We have a large number of parents who attend Meet the Teacher, pep rallies, and other events that are hosted by the school.

Teachers report that overall they feel that the school is an inviting and supportive place for students to learn, they feel that the school is a safe place to

learn, and that teachers are willing to help out whenever there is a problem.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Many students lack intrinsic motivation to do their best academically and behaviorally. **Root Cause:** Apathy and peer pressure

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

## Parent/Community Data



- Parent engagement rate

# Goals





**Goal 1: Strategic Objective: Texas High 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:** Expand the Ross Perot STEM Academy

**Evaluation Data Source(s) 1:** Below is a link to the 2018-2019, 2019-2020, and entire school demographic data. The STEM Academy has had growth in Economically Disadvantaged Students as well as At Risk students. We have come very close to meeting the demographics as a school as a whole. Other areas of growth have been in the number of females enrolled in the STEM Academy. Areas in which improvement is still needed is in the number of African American students. The percentage of African American students enrolled at Texas High are significantly higher than those of the academy.

<https://docs.google.com/spreadsheets/d/18uGbrM-a3VQTBVzv1c25iXz0jZgA1AJAm3qjJtWfcAw/edit?usp=sharing>

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Actively recruit incoming freshmen for the STEM Academy utilizing current STEM students of diverse ethnicity.	2.6	Assistant Principal of STEM Academy.	Population of STEM academy will more closely reflect the demographics of the school population.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


**Goal 1:** Strategic Objective: Texas High 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:** Increase the number of students receiving college credit through our AP and Dual Credit programs.

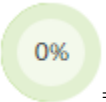
**Evaluation Data Source(s) 2:** Data


**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Increasing awareness and participation in AP Ambassadors program.		Assistant Principal of Curriculum and Instruction	Increased number of students enrolled in courses				
2) Continue to increase the number of students enrolling in Dual Credit courses, AP courses and taking AP exams with a focus on increasing minority participation.		Assistant Principal of Student Success	Increased number of students taking AP exams and enrollment in AP/DC courses.				
3) Increase staff qualified to teach Dual Credit and AP courses.		Principal	Provides more opportunities for teachers, increase in student performance due to instructional training for the course.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

**Performance Objective 3:** Increase student achievement in career and technology education.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide technology resources and hands-on activities to maximize student engagement and to promote student self-discovery and problem solving		Teachers	Increase in student success as a result of higher engagement.				
<b>Funding Sources:</b> 199 - General Fund - 0.00, 244 - Perkins Career & Technical Ed - 0.00							
2) Academic advisors will be trained in CTE coherent sequences to increase participation and maximize understanding.		Assistant Principal of Student Success	Increased numbers and maximum understanding				
							

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

**Performance Objective 4:** Special education sub-population will meet the target or above on state testing in math and reading.

**Evaluation Data Source(s) 4:** Testing results and accountability reports

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Consistent literacy instruction (vocabulary and written expression) across disciplines.		Principal	Students will perform better on state testing.				
2) Provide quality professional development that models the six approaches to collaborative teaching.		Assistant principal for curriculum and instruction.	Teachers will have an increased understanding of and number of strategies for effective instruction that they will utilize on a daily basis.				


## Goal 2: Strategic Objective: Texas High will facilitate family and community involvement in the growth and success of the student.

**Performance Objective 1:** Texas High School will increase outreach to community business.


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Texas High will increase membership on the CTE Advisory Board		Assistant Principal for Student Success	More input and communication with area businesses.				
2) Texas High will host a career fair and invite local businesses to participate.		Associate Principal of College and Career Readiness	Exposure of students to local job market. Increased desire by local businesses to find places for Texas High students within their businesses.				
3) Create internship partnerships with area businesses.		Principal	Placement of students into local businesses that result in a career path immediately out of high school.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 2:** Strategic Objective: Texas High will facilitate family and community involvement in the growth and success of the student.


**Performance Objective 2:** Texas High will focus on customer service at all levels.


**Evaluation Data Source(s) 2:** Surveys and participation


**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Input will be requested and utilized from faculty and staff members.		Principal	Increased morale and productivity				
2) A level of personal care will be modeled by administration to set the tone for interactions with all others.		Principal	Students, families, and community members as well as faculty and staff will feel appreciated.				

 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue

# 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Lana Moore	CTE
Classroom Teacher	Jan Berrios	LOTE
Classroom Teacher	Ashleigh Bridges	English
Classroom Teacher	Caleb Watson	Math
Classroom Teacher	Colinda Landers	SpEd
Classroom Teacher	Kyle Preston	Athletics
Classroom Teacher	Julie Suelzer	CTE
Classroom Teacher	Kara Wicks	ELAR
Classroom Teacher	Amber Pipes	CTE
Administrator	Carla Dupree	Principal
Administrator	Angie Raney	Assistant Principal of Curriculum and Instruction
District-level Professional	Holly Tucker	Chief Academic Officer
Non-classroom Professional	Terri Gooden	Administrative Assistant to the Principal
Non-classroom Professional	Dolores Schandua	Academic Advisor
District-level Professional	Cathy Klopper	Director of STEM
Parent	Jennifer Shelton	Parent
Community Representative	Leigh Davis	Community Representative
Parent	Corinthia Edwards	Parent
Parent	Julie Borowitz	Parent
Community Representative	Julie Prewitt	Community Member
Business Representative	Emily Bright	Business Rep
Business Representative	Lisa Morgan	Business Rep



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Kelly Rowland	Classroom Teacher
Non-classroom Professional	Brooke Ferguson	Library Media Specialist
Classroom Teacher	Kimberly Merrell	Classroom Teacher
Classroom Teacher	Monica Mills	Classroom Teacher
Parent	Tamara Wilburn	Parent
District-level Professional	Christy Tidwell	DCSI

# AP Ambassadors

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Carla Dupree	
Administrator	Angie Raney	

# Campus Administrator

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Angie Raney	
Administrator	Bettie Lynn Stark	
Administrator	Carla Dupree	
Administrator	Charlotte Leon	
Administrator	Lauren Pilgreen	

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shawn Davis	Director of Special Education
Administrator	Debbie Davis	Assistant Principal of Special Populations
Administrator	Carla Dupree	Principal
Administrator	Angie Raney	Assistant Principal of Curriculum and Instruction
Classroom Teacher	Greta Adams	Teacher
Classroom Teacher	Tina Wharton	Teacher
Classroom Teacher	Debbie Brown	Teacher

# Faculty Meeting 2019-20

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Carla Dupree	
Administrator	Bettie Lynn Stark	
Administrator	Charlotte Leon	
Administrator	Lauren Pilgreen	

# Department Chair Meetings 19-20

Committee Role	Name	Position
Administrator	Carla Dupree	

# District Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>244 - Perkins Career &amp; Technical Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Jamie Friday	The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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.
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	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)
<b>5. Dropout Prevention</b>	TEC 11.252		The school will follow Board Policy EHBC.
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Mindy Basurto	
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> </ul> </li> </ul>	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"> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Autumn Thomas	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p><b>11. Sexual Abuse and Maltreatment of Children</b></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><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● 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"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> </ul> </li> </ul>	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"> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	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><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	TEC 11.252(a)(3)(D)  TEC 28.001	Holly Tucker	