

Texarkana Independent School District

Waggoner Creek Elementary

2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Waggoner Creek Elementary currently serves 301 students in grades Kindergarten through Fifth Grade. Of the 301 students, 64.36% are Caucasian, 22.11% are African American, 4.29% are Hispanic, 2.97% are Asian, 5.28% are Two or More Races, 0.99% are Native Hawaiian or Pacific Islander. Student demographics have remained consistent over the past several years. Capacity is set for 396 students with an additional Special Education Classroom to provide SPH Services for students.

In the campus's first year (2016-2017), there were three Kindergarten classrooms in order to accommodate student enrollment and two classes per grade level for first through fifth grades. The campus growth plan is to continue to add one classroom per grade level as this original Kindergarten class advances. In order to serve our students, we employ 22 teachers (including 1 full-time dyslexia teacher), 2 administrators, 1 instructional coach, 1 counselor, 1 part-time behavior specialist, 1 504 coordinator, 8 paraprofessionals, 1 health aide, 1 crossing guard, 3 custodial staff members, and 3 child nutrition staff members. 81.4% of staff members are Caucasian, 14% of staff members are African American, 2.3% are Hispanic, and 2.3% are Native Hawaiian or Pacific Islander. Staff demographics have remained consistent over the past several years.

The SPH Special Education Classroom is a self-contained environment serving five students in grade ranging from kindergarten to fifth grade. In addition, nine students receive Special Education Services through the Collaborative and Resource Settings. Ten students receive Speech Therapy and/or other Related Services. Thirty-five students receive 504 Services of which twenty-three are receiving dyslexia services. Twenty-five students are identified as Gifted and Talented. Waggoner Creek serves two students in the ESL Program. 41.2% of students are Economically Disadvantaged.

Staff Quality, Recruitment, and Retention

Waggoner Creek Elementary staff members are dedicated to professional growth and development. Staff members work collaboratively with one another and other teachers across the district to develop differentiated instructional methods. 58% of staff members hold state certifications, and 72% of those staff members have five or more years of experience. Multiple staff members hold Masters Degrees in

Educational Administration, Curriculum and Instruction, and/or Counseling, and several staff members are currently enrolled in Master-level courses.

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress.

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Many Waggoner Creek Elementary staff members are emerging leaders. Since the opening of the campus, the main reasons for teachers choosing to leave Waggoner Creek Elementary have centered around relocation to another town/city or pursuing Educational Leadership opportunities.

Parents and Community

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential growth and development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus. Hundreds of parents and community members attend student music programs including a Veteran's Day Reception and Recognition Program. Waggoner Creek Elementary also hosts academic and interactive programs at the school such as Fall Festival, Discovery Learning Nights, First Grade Parent Workshop, Kindergarten Camp, Kindergarten Graduation, and other activities, and attendance always exceeds expectations. Parents and community members serve as guest speakers in the classroom during instruction and Discovery Learning Time discussing their careers and life experiences.

Demographics Strengths

72% of certified staff members have five or more years of experience in education.

Waggoner Creek Elementary staff members are willing to accept leadership roles on campus and within the district. Staff members present instructional material at the campus level, at District Conferences and Workshops, and at the Region 8 Service Center. For example, one teacher was awarded the opportunity to participate in the TISD Leadership Academy for the 2019-2020 school year.

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus.

Student Academic Achievement

Student Academic Achievement Summary

Overall performance of Waggoner Creek Elementary students on the 3-5 STAAR test shows room for growth. The campus Met Standard on Overall Performance with a score of 71 out of 100. The campus results are as follows:

- Student Achievement with a score of 67 out of 100.
- School Progress with a score of 67 out of 100.
- Closing the Gaps with a score of 65 out of 100.

Below is a comparison chart of STAAR scores for the past three years.

- There was a slight decrease in Math scores from 2018 to 2019, and a decrease of six percentage points in Science scores from 2018 to 2019.
- Reading scores indicate a slight increase in performance from 77% in 2018 to 81% in 2019.
- Writing scores increased by eleven percentage points from 2018 to 2019.

	STAAR 2017	STAAR 2018	STAAR 2019
TEA Rating	Met Standard	Met Standard	Met Standard
Reading	78%	77%	81%
Math	89%	90%	88%
Writing	73%	50%	61%
Science	84%	88%	82%

Below is a chart showing the various performance levels of our students on all tests.

- The number of students at the "Meets" level each decreased by one percent from 2018 to 2019.
- The number of students at the "Masters" level decreased by one percentage point.

	2017	2018	2019
Approaches	82%	80%	81%
Meets	48%	49%	40%
Masters	23%	19%	18%

2019 Campus STAAR results showed an increase in Fifth Grade Reading and Math scores and Fourth Reading and Writing Scores compared to 2018 STAAR results. Decreases were noted in 2019 Third Grade Reading and Math, Fourth Grade Math, and Fifth Grade Science compared to 2018 STAAR results.

Reading

Third Grade 2018	Third Grade 2019	Fourth Grade 2018	Fourth Grade 2019	Fifth Grade 2018	Fifth Grade 2019
83%	77%	55%	73%	92%	95%

Math

Third Grade 2018	Third Grade 2019	Fourth Grade 2018	Fourth Grade 2019	Fifth Grade 2018	Fifth Grade 2019
90%	86%	86%	75%	97%	98%

Writing

2018	2019
51%	64%

Science

2018 2019

90% 81%

In all subjects, our African American subgroup performed noticeably lower than our overall student body and white subgroup.

- 70% of African American students scored at the "Approaches" Level compared to the 81% of All Students scoring at the "Approaches" Level.
- 19% of African American students scored at the "Meets" Level compared to 40% of All Students scoring at the "Meets" Level.
- 8% of African American students scored at the "Masters" Level compared to 18% of All Students scoring at the "Masters" Level.

In all subjects, our White subgroup performed at or higher than our overall student body.

- 87% of White students scored at the "Approaches" Level compared to the 81% of All Students scoring at the "Approaches" Level.
- 43% of White students scored at the "Meets" Level compared to the 40% of All Students scoring at the "Meets" Level.
- 18% of White students scored at the "Masters" Level compared to the 18% of All Students scoring at the "Masters" Level.

Economically Disadvantaged students scored comparable to All Students in All Subjects at all performance levels.

2019 STAAR Performance Data Table

	All Students	African American	White	Econ Disadv
All Subjects				
Percent of Tests				
% at Approaches GL Standard or Above	81%	70%	87%	80%
% at Meets GL Standard or Above	40%	19%	43%	38%
% at Masters GL Standard	18%	8%	18%	17%
Number of Tests				
# at Approaches GL Standard or Above	262	58	160	142
# at Meets GL Standard or Above	128	16	80	67
# at Masters GL Standard	58	7	34	30
Total Tests	322	83	184	177
ELA/Reading				

2019 STAAR Performance Data Table

Percent of Tests	81%	72%	84%	85%
% at Approaches GL Standard or Above				
% at Meets GL Standard or Above	40%	19%	43%	35%
% at Masters GL Standard	20%	6%	22%	15%
Number of Tests	98	23	58	55
# at Approaches GL Standard or Above				
# at Meets GL Standard or Above	48	6	30	23
# at Masters GL Standard	24	2	15	10
Total Tests	121	32	69	65
Mathematics				
Percent of Tests	88%	81%	93%	86%
% at Approaches GL Standard or Above				
% at Meets GL Standard or Above	45%	22%	49%	43%
% at Masters GL Standard	21%	13%	22%	25%
Number of Tests	107	26	64	56
# at Approaches GL Standard or Above				
# at Meets GL Standard or Above	54	7	34	28
# at Masters GL Standard	25	4	15	16
Total Tests	121	32	69	65
Writing				
Percent of Tests	61%	50%	70%	48%
% at Approaches GL Standard or Above				
% at Meets GL Standard or Above	20%	20%	17%	24%
% at Masters GL Standard	2%	10%	0%	5%
Number of Tests	25	5	16	10
# at Approaches GL Standard or Above				
# at Meets GL Standard or Above	8	2	4	5
# at Masters GL Standard	1	1	0	1
Total Tests	41	10	23	21
Science				
Percent of Tests	82%	44%	96%	81%
% at Approaches GL Standard or Above				
% at Meets GL Standard or Above	46%	11%	52%	42%
% at Masters GL Standard	21%	0%	17%	12%
Number of Tests	32	4	22	21
# at Approaches GL Standard or Above				

2019 STAAR Performance Data Table

# at Meets GL Standard or Above	18	1	12	11
# at Masters GL Standard	8	0	4	3
Total Tests	39	9	23	26

Waggoner Creek Elementary did not receive any Distinctions.

Campus TPRI results for grades K-2 show significant gains over the previous year. The number of students scoring in the "Meets" and "Masters" categories increased from 80% at EOY 2018 to 98% at EOY 2019.

CNA for Targeted Support:

Waggoner Creek Elementary

Campus Leadership Team Meeting

September 10, 2019

12:00-3:00pm

Welcome

Mrs. Griffin welcomed all Leadership Team Members to the meeting and thanked them for agreeing to participate as an active member. Mrs. Griffin described the purpose of the Campus Leadership Team and discussed the meaning of Additional Targeted Support.

Review STAAR Data

Mrs. Griffin and Mrs. Davis presented the following data to team members:

- Student Achievement Domain Results
- School Progress Domain Results
- Closing the Gaps Domain Results
- STAAR Performance Data Tables

- Texas Education Agency 2019 Academic Growth Calculation Report
- Texas Education Agency 2019 Closing the Gaps Calculation Report
- Waggoner Creek Elementary 2019 Distinction Designation Summaries in all Categories
- 2019-2020 Waggoner Creek Elementary Common Needs Assessment

The team discussed the data and highlighted areas of concern. After further review, the team determined the number of students scoring in the “Meets Grade Level Expectations” was the main area of concern.

Problem Statement

The team developed the following Problem Statement:

Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45%

10-5-5 Protocol

The team worked to determine the reasons behind the problem statement using the 10-5-5 Protocol. Some of those reasons included:

- Lack of Response to Intervention time and materials
- Lack of student awareness for high expectations of academic performance
- Did not regularly disaggregate Six Weeks Assessments and Benchmarks
- Lack of student intrinsic motivation
- Inconsistency with third and fourth grade ELAR teachers for the past three years
- Need for enhanced questioning strategies

Control and Influence T-Chart

Once the team had collaborated and discussed twenty reasons associated with the Problem Statement, the team categorized the reasons into two areas: Control and Influence. The team then determined the lack of Response to Intervention time and materials needed to be further examined.

5 Whys

The team utilized the “5 Whys” strategy to determine the Root Cause of the problem statement.

1. Why did the lack of Response to Intervention affect student performance?

Possible Answer: Students need more exposure to curriculum.

2. Why do students need more exposure to curriculum?

Possible Answer: Students need to have a better understanding of the curriculum.

3. Why do students need to have a better understanding of the curriculum?

Possible Answer: Students need to be able to make connections between concepts and across disciplines.

4. Why do students need to be able to make connections between concepts and across disciplines?

Possible Answer: Making connections between concepts and across disciplines will help students to develop higher order thinking skills.

5. Why do students need to develop higher order thinking skills?

Possible Answer: Higher order thinking skills will allow students to be able to show growth.

Root Cause

Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

Student Academic Achievement Strengths

TPRI

The number of students scoring in the "Meets" and "Masters" categories increased from 80% at EOY 2018 to 98% at EOY 2019. This is an 18% increase from the previous year which is believed to be directly correlated with the implementation of Balance Literacy, particularly the Phonics and Guided Reading components.

STAAR

Fifth Grade Reading and Math STAAR scores were successful at the "Approaches" level with only one student not meeting the Approaching standard on the Math test and two students not meeting the Approaching standard on the Reading test. It is also important to note 2018 Fourth Grade Reading Results were at 55% for Approaches, and the same group of students achieved a 95% Approaches rate in 2019 as Fifth Grade Students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% **Root Cause:** Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

School Processes & Programs

School Processes & Programs Summary

Personnel--Policy and Procedures

Recruitment, Hiring, and Placement

Waggoner Creek Elementary staff practices a comprehensive interview process. An interview committee asks a series of questions focused on the candidate's education, certifications, and work experience. Then, the candidate presents a prepared lesson based on a specific TEK provided by the committee prior to the interview. After the interview process is over, the committee discusses the strengths and potential challenges of each candidate. The committee not only considers whether or not the candidate is a good fit for Waggoner Creek students but also considers whether or not Waggoner Creek is a good fit for the candidate in their search for professional growth.

Evaluation, Development, and Advancement of High-Quality Staff

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:

- Student Friendly Learning Objectives
- Student Engagement
- Assessment/Evidence of Student Learning
- Positive Learning Environment
- Differentiation
- Research-based Instructional Strategies
- Clear Procedures/Classroom Management/Pacing

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

- Each classroom teacher to be evaluated using TTESS within the TISD policy 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

Professional Development

Professional Development is planned based on a variety of factors at the campus and district levels. Campus Survey results are considered when planning professional development for Waggoner Creek Elementary Staff.

#1 Targeted Area of Professional Development Identified By

Progressive grade-level problem solving processes and implementation of math manipulatives.

Moderate Need (33%)
High Need (33%) Total-
-66%of the staff that
completed the survey have
a need for professional
development in this area.

Professional Development is also determined through staff collaboration.

#2 Targeted Area of Professional Development Identified By

Enhancement of Type 2 activities of the Student Enrichment Model.

Staff Collaboration

Professional Development may be determined for teachers as a result of T-TESS walkthroughs and observations. Waggoner Creek Elementary staff members often research professional development and training opportunities and make requests of administration to attend appropriate workshops and conferences.

Leadership Groups and Decision Making

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress. Different groups of individuals may meet to help make decisions for the campus. For example, Grade 3-5 teachers may meet and make decisions regarding STAAR data, K-2 teachers may meet to discuss TPRI testing and intervention planning, or the whole staff may meet to make decisions regarding Discovery Learning Time.

The Waggoner Creek Elementary Leadership Team has been established to review the Campus Common Needs Assessment, review problems, and determine root causes.

Student Achievement Improvement

Instructional Focus Teams have been established to prepare intervention by reviewing the following data:

- STAAR data
- Six Weeks Assessments
- Benchmarks/Checkpoints
- TPRI
- STAR Data

Instructional Focus Teams are as follows:

- 3-5 ELAR Teachers, the Special Education Collaborative Teacher, Campus Administrators, and the Instructional Coach.
- 3-5 Math Teachers, the Special Education Collaborative Teacher, Campus Administrators, and the Instructional Coach.
- 3-4 Writing Teachers, the Special Education Teacher, Campus Administrators, and the Instructional Coach.
- K-2 Teachers, the Special Education Teacher, Part-Time Interventionist, Campus Administrators, and the Instructional Coach.

Team members analyze assessments to determine student strengths and weaknesses, review demographic assessment results, and then develop plans to target student needs.

Programs and Opportunities for Students

Curriculum and Instruction

- Waggoner Creek Elementary School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to develop our ability to use all components of the TEKS Resource System, we will see student growth on STAAR and all other achievement measures.
- The District Balanced Literacy Initiative is continuing to expand at Waggoner Creek Elementary with Fourth and Fifth Grade ELAR teachers implementing the Phonics and Guided Reading components to their everyday lessons. K-3 teachers will continue with these components, as well, looking to implement the Writing component in 2020-2021.
- As part of the Campus Professional Development Plan, the campus is working toward progressive grade-level problem solving processes and implementation of math manipulatives.
- Waggoner Creek Elementary School has implemented an effective lesson plan template that focuses on research-based practices and higher-order questions. This lesson plan template assists teachers as they prepare their lessons and includes critical components that relate to the T-TESS Evaluation System.
- In 2018-2019, a Response to Intervention Period was implemented after Spring Break. Funding that was typically utilized for after-school tutorials was designated for two, part-time interventionists (Reading and Math) to work with third-fifth grade students throughout the day and during the Response to Intervention Period. These interventionists began working with students at the first of March through May, 2019.
- For 2019-2020, the campus agreed to implement a Response to Intervention Period three days per week from 2:15 to 3:00pm. The campus plans to utilize Math and Reading Interventionists again in the Spring Semester.
- Second through Fifth Grade teachers maintain student progress in Math and Reading utilizing the Renaissance Star Assessment. Data is tracked on the Campus Data Board. Kindergarten and First Grade teachers monitor student progress of Guided Reading Levels, and data is tracked on the Campus Data Board.
- Waggoner Creek Elementary students maintain Goal Binders that track growth in reading, math, writing, science, and behavior.

Enrichment and Acceleration

Waggoner Creek Elementary supports Texarkana Independent School District by offering Discovery Learning Time through the implementation of the Student Enrichment Model. Students are given the opportunity to explore their interests at an early age in order to determine future graduation plans and career paths.

Significant Enrollment in Special Populations

Waggoner Creek Elementary currently provides Dyslexia services for 23 students which represents 8% of our student population. To serve our growing number of students identified with Dyslexia, four staff members have been trained in special Dyslexia programs.

Procedures

Technology

Students will utilize the campus computer lab with success on an activity rotation schedule. During their time in the computer lab, the computer lab teacher provides high-quality instruction to students, following the technology applications TEKS. Educational software programs such as Study Island have been made available to 3-5 Waggoner Creek Elementary Classroom teachers, and programs including Prodigy and Education Galaxy have been made available to all classroom teachers. Currently, all classrooms are equipped with teacher computers, LCD projectors, document cameras, Mimios, and Apple TVs. There are six iPad Minis in every K-2 classroom, twelve Chromebooks per classroom in Third Grade, twelve Chromebooks per classroom in Fourth Grade, ten Chromebooks for Fifth Grade Math/Science classroom, and one-to-one Chromebooks in Fifth Grade ELAR.

Two teacher cohorts applied for the District Chromebook Academy and have received access to Chromebook Carts. This allows for the students to have one-to-one access to chromebooks. Currently, First Grade students, Fourth Grade Students, and Fifth Grade Students have this one-to-one chromebook access. Additional teacher groups will participate during the 2019-2020 school year.

School Conditions for Learning

- The Master Schedule was created and adopted by the campus with District expectations in mind regarding classroom time standards.
- District Instructional Planning Days are provided for teachers to utilize this time only for planning purposes without interruption of meetings, etc.
- For 2019-2020, the campus agreed to implement a Response to Intervention Period three days per week from 2:15 to 3:00pm.
- Instructional Focus Team Meetings have been held during the school day with a substitute provided for classroom instruction.

Equity of Students

Programs are available for all students based on student needs. Response to Intervention, for example, is not just for struggling students but is also provided to students who excel to provide opportunities for even further growth.

Classroom Management

During 2018-2019, a Campus Discipline Committee was created to develop a Campus Behavior Management Plan that supports the District Discipline Code of Conduct. The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required. Waggoner Creek Elementary piloted TEAMS as the lone computer program for discipline data entry which proved successful and without discrepancies in data. We shared information regarding the program with other campuses in order for them to make an informed decision regarding

implementation of TEAMS on their campus.

School Processes & Programs Strengths

Education Galaxy is a computer program individualized for each student to target their intervention needs and allows them to progress at their own pace.

Two teacher cohorts applied for the District Chromebook Academy and have received access to Chromebook Carts. This allows for the students to have one-to-one access to chromebooks. Currently, First Grade students, Fourth Grade Students, and Fifth Grade Students have this one-to-one chromebook access. Additional teacher groups will participate during the 2019-2020 school year.

The Waggoner Creek T-TESS evaluation process has been streamlined and successful for the past several years. This process allows for multiple conversations between the teacher and instructional coach and the teacher and campus administrators.

Instructional Focus Team Meetings provide an opportunity for in-depth disaggregation and vertical alignment.

Perceptions

Perceptions Summary

Student Engagement

Attendance Rate

The Attendance Rate for Waggoner Creek Elementary in 2018-2019 was 96.19%.

Discipline

113 Discipline Incidents were documented in TEAMS for the 2018-2019 school year. Of those 113 incidents, 53 incidents involved students who were economically disadvantaged. Thirty of the 113 incidents involved African American students.

Conflict Reduction

Why Try Curriculum was implemented by the school counselor during Discovery Learning Time for fourth and fifth grade students during the 2018-2019 school year. It was also utilized with students of all grade levels on an as-needed basis during counseling sessions. For 2019-2020, Why Try Curriculum will be implemented during class presentations made by the school counselor for K-5. The Counselor is also hosting lunch bunches for small groups of students each day during the week.

Staff Engagement

Turnover Rate

At the end of the 2018-2019 school year, two employees resigned--one employee retired and another relocated. This is consistent with previous years.

Mentoring Results

- New teachers are assigned a Campus and District Mentor to work with them throughout the year regarding curriculum, lesson planning, and classroom management.
- Waggoner Creek teachers often seek out opportunities to visit another teacher's classroom to observe lesson presentation and classroom procedures. Teachers will collaborate about the observation and discuss ways to implement new strategies.

- Teachers will also model lessons for their mentoree to assist with lesson delivery.
- During a Professional Development day, K-2 teachers visited each classroom and discussed stations, classroom organization, and helpful ideas for Guided Reading and Math Stations.

Family and Community Engagement

Participation Measurement

Waggoner Creek Elementary School encourages active community involvement through a variety of methods and activities because we believe that ultimately the success of any instructional program is significantly influenced by parent and community support. In order to achieve support, parents must become involved as partners in education of their students. Waggoner Creek Elementary School is fortunate to have many supportive family members and community partners.

Family and Community involvement is measured by sign-in sheets provided at each event.

Event	Date	Participation
Meet the Teacher	August 13, 2018	313
Kindergarten Camp	September 18, 2018	98
Family/Teacher Conferences	September 27, 2018	132
Carnival at The Creek	October 30, 2018	221
Veterans' Day Program	November 9, 2018	136
Thanksgiving Meal	November 13, 2018	172
Third Grade Christmas Program	December 14, 2018	91
Christmas Meal	December 11, 2018	188
Christmas Parties	December 21, 2018	220
Valentine's Parties	February 14, 2019	141
Fourth Grade Musical	February 22, 2019	68
Muffins with Mom/Donuts for Dad	March 6, 2019	161
Grandparents' Coffee	March 7, 2019	242
Discovery Learning Showcase	March 8, 2019	238
Kindergarten Roundup	April 2, 2019	38
Second Grade Musical	April 26, 2019	144

Event	Date	Participation
First- Fifth Grade Award Ceremonies	May 23, 2019	444
	May 24, 2019	
Kindergarten Graduation	May 24, 2019	202

Waggoner Creek Elementary has established working relationships with several businesses in the Texarkana area. Each fall, our campus supports the local Pop Pop Shoppe by organizing a campus fundraiser with their business. Students visit Raindrop Hill located near the campus for field trips throughout the year.

Volunteers in Public Schools (VIPS) members hold planning meetings at least once a month during the year. VIPS offers parent nights, fund raising activities, and assistance with various school programs. Events include the Waggoner Creek Fall Festival and community service projects.

The Campus Quality Improvement Committee is comprised of a variety of members including administrators, teachers, community members, business owners, and parents. This Council is designed to evaluate the needs of the campus and work toward improvement solutions.

Perceptions Strengths

Waggoner Creek Elementary School is located in an area of Texarkana with potential for economic and residential development. Currently, the majority of Waggoner Creek Elementary students are documented as transfer students in and out of district which allows for various backgrounds and educational experiences. These varied backgrounds provide our students with the opportunities to be exposed to new ideas, different ways of thinking, and create a culture of discovery.

Waggoner Creek Elementary School offers a variety of opportunities for family members to visit the campus and for students to showcase their learning. In early September, the campus hosts an interactive Kinder Camp where parents participate in hands-on activities with their learner. This evening provides parents with strategies and activities to utilize at home to help their students exceed Kindergarten expectations.

Waggoner Creek Elementary School also hosted a Discovery Learning Showcase in the Spring of 2019, and almost 250 people were in attendance.

Priority Problem Statements

Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45%

Root Cause 1: Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

Problem Statement 1 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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: In the area of Mathematics, the summed student performance on state assessments will increase from 45% to 60% achieving the Meeting Grade Level Standard as evidenced by the 2020 state assessment data.

Evaluation Data Source(s) 1: STAAR Assessment Results
Benchmark Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Instructional Focus Teams will monitor individual student growth on STAR and district benchmark assessments.	2.4, 2.5, 2.6	Principal	Increased student performance.				
	Problem Statements: Student Academic Achievement 1						
2) A Part-Time Math Interventionist will be hired to assist students during the school day during second semester.	2.4, 2.5, 2.6	Principal	Increased student performance.				
	Problem Statements: Student Academic Achievement 1						
3) Implementation of Response to Intervention Class Period for the campus three days per week.	2.4, 2.5, 2.6	Principal	Increased student performance.				
	Problem Statements: Student Academic Achievement 1						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement


Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% **Root Cause 1:** Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

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: In the area of Reading, the summed student performance on state assessments will increase from 40% to 60% achieving the Meeting Grade Level Standard as evidenced by the 2020 state assessment data.

Evaluation Data Source(s) 2: STAAR Assessment Results
Benchmark Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Instructional Focus Teams will monitor individual student growth on STAR and district benchmark assessments.	2.4, 2.5, 2.6	Principal	Increased student performance				
Problem Statements: Student Academic Achievement 1							
2) A Part-Time Reading Interventionist will be hired to assist students during the school day during second semester.	2.4, 2.5, 2.6	Principal	Increased student performance				
Problem Statements: Student Academic Achievement 1							
3) Implementation of Response to Intervention Class Period for the campus three days per week.	2.4, 2.5, 2.6	Principal					
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% Root Cause 1: Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.


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 3: By May 2020, 85-100% of students in Third through Fifth Grades will show an increase in growth throughout the year on district benchmark assessments.

Evaluation Data Source(s) 3: Interim STAAR Assessments

Fall Benchmark
Spring Benchmark

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will track their own progress on benchmark assessments and conference with teachers regarding improvement strategies.	2.4, 2.5, 2.6	Classroom Teachers	Increased student performance.				
Problem Statements: Student Academic Achievement 1							
2) Implementation of Response to Intervention Class Period for the campus.	2.4, 2.5, 2.6	Principal	Increased student performance.				
3) Administrators will facilitate goal setting activities with third-fifth grade students throughout the year.	2.4, 2.5, 2.6	Principal	Increased student performance.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% Root Cause 1: Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

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 4: By May 2020, 90% of students in Kindergarten through Second Grade will achieve masters level on the EOY TPRI.

Evaluation Data Source(s) 4: TPRI Scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Reading Incentive/Recognition Program	2.4, 2.5	Instructional Coach	Create a campus culture of readers.				
2) Implementation of Response to Intervention Class Period for the campus.	2.4, 2.5, 2.6	Principal	Increased student performance.				
							

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: Increased communication of academic and behavior expectations will result in increased student performance.

Evaluation Data Source(s) 1: Discipline Reports


Surveys

Documented Personal Communication with Stakeholders

Counselor Character and Motivational Lesson Plans

Sign-in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Team building activities for teachers and students particularly at the beginning of the school year and revisited throughout the school year.	2.6	Principal	Increased student motivation and performance				
2) Introductory study of highly-effective character traits for students.	2.4, 2.5, 2.6	Principal	Increased student motivation and performance				
Problem Statements: Student Academic Achievement 1							
3) Counselor Lunch Bunches with small student groups multiple times per week.	2.5, 2.6	Counselor	Increased communication regarding academic and behavior expectations.				
Problem Statements: Student Academic Achievement 1							
4) The Counselor will provide character and motivational lessons for students on a regular basis.	2.5, 2.6	Counselor	Increased student motivation and performance				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% **Root Cause 1:** Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

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

Performance Objective 1: By May 2020, math teachers will have created progressive grade-level problem solving processes with implementation of math manipulatives.

Evaluation Data Source(s) 1: Vertical Alignment Meeting Agendas and Sign-In Sheets
 Colleague Observation Forms
 Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Math Teachers collaborate during vertical alignment meetings.	2.4, 2.5, 2.6	Instructional Coach	Creation of problem-solving processes.				
Problem Statements: Student Academic Achievement 1							
2) Math teachers will observe a math colleague at least once during the school year in a teaching environment.	2.4, 2.5, 2.6	Instructional Coach	Lesson Delivery Consistency				
Problem Statements: Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% Root Cause 1: Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

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

Performance Objective 2: Teachers will assist students with the development of SEM Type 3 activities by increasing the understanding of strategies for SEM Type 2 activities.


Evaluation Data Source(s) 2: SEM Teacher and Student Documents

SEM Student Journals

SEM Online Resources

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus Administration and Teachers attend Confratute	2.5, 2.6	Principal	Increased understanding of strategies for Type 2 activities				
2) Confratute attendees and/or SEM Specialist will present and model strategies for Type 2 activities.	2.5, 2.6	Principal	Increased understanding of strategies for Type 2 activities				
3) Network with other SEM campuses	2.5, 2.6	SEM Specialist	Increased understanding of strategies for Type 2 activities				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

Performance Objective 1: Increase communication with stakeholders regarding academic expectations.

Evaluation Data Source(s) 1: Sign-In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Host Academic Parent Nights	2.4, 2.5, 2.6, 3.1	Principal	Increased communication with stakeholders regarding academic expectations.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Percentages of students scoring "Meets Grade Level Expectations" on Spring 2019 STAAR for Reading was 40% and Math was 45% Root Cause 1: Inconsistent focus on growth versus achievement and lack of sustained focus across all grade levels in terms of expectations.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Angie Griffin	Principal
Classroom Teacher	Amanda Gilchrest	1st Grade Teacher
Classroom Teacher	Elizabeth Powell	SPED Teacher
Classroom Teacher	Brooke Strange	Kindergarten Teacher
Classroom Teacher	Kara Groves	1st Grade Teacher
Non-classroom Professional	Stacey Alexander	Counselor
Non-classroom Professional	Latrell King	Instructional Coach
Parent	Glenda Forte	Parent
District-level Professional	Kim Lee	K-2 ELAR District Coordinator
Business Representative	Denise Taylor	Business Representative
Community Representative	Renee Martin	Community Representative
Community Representative	Fonda Clary	Community Representative
Parent	Lauren Pianalto	Parent
Classroom Teacher	Rene' Callison	Fourth Grade Teacher
Classroom Teacher	Kristen Draper	Dyslexia Teacher
Classroom Teacher	Melody McMellon	Third Grade Teacher
Parent	Trent Taylor	Parent

2018-2019 Discipline Committee

Committee Role	Name	Position
Administrator	Lindy Davis	Assistant Principal
Administrator	Angela Griffin	Principal
Classroom Teacher	Matthew Hughes	Fifth Grade Math Teacher
Classroom Teacher	Kaci Johnson	Kindergarten Teacher
Non-classroom Professional	Stacey Alexander	Counselor
Classroom Teacher	Melissa Thompson	Kindergarten Teacher
Classroom Teacher	Sheri Norton	Second Grade Teacher
Classroom Teacher	Erika Purtle	Third Grade Math Teacher
Classroom Teacher	Kelli Thomerson	Physical Education Teacher
Classroom Teacher	Rene' Callison	Fourth Grade Math Teacher

2018-2019 Sunshine Committee

Committee Role	Name	Position
Paraprofessional	Toni Crysel	SPED Aide
Classroom Teacher	Molly Cross	5th Grade Teacher
Classroom Teacher	Brooke Strange	Kindergarten Teacher
Classroom Teacher	Kara Groves	1st Grade Teacher
Classroom Teacher	Amanda Gilchrest	1st Grade Teacher
Classroom Teacher	Julie Watson	1st Grade Teacher
Classroom Teacher	Wilma Gibbons	Fine Arts Teacher

2018-2019 Attendance Committee

Committee Role	Name	Position
Classroom Teacher	Jamie Hammonds	2nd Grade Teacher
Classroom Teacher	Stacey Capps	SPED Teacher
Paraprofessional	Haley Friedman	SPED Aide
Classroom Teacher	Rene' Callison	4th Grade Teacher
Classroom Teacher	Melody McMellon	2nd Grade Teacher
Classroom Teacher	Elizabeth Powell	SPED Teacher
Paraprofessional	Tranita Reed	SPED Aide

2018-2019 Yearbook Committee

Committee Role	Name	Position
Paraprofessional	Kathy Brolo	Kindergarten Aide
Classroom Teacher	Elizabeth Powell	SPED Teacher
Classroom Teacher	Kristen Icenhower	5th Grade Teacher
Paraprofessional	Brenda Webber	Library Aide

2018-2019 Reading Incentive Committee

Committee Role	Name	Position
Non-classroom Professional	Latrell King	Instructional Coach
Classroom Teacher	Kimberlie Starnes	4th Grade Teacher
Classroom Teacher	Kristen Icenhower	5th Grade Teacher
Classroom Teacher	Kristen Draper	3rd Grade Teacher

Campus Leadership Team

Committee Role	Name	Position
Administrator	Angie Griffin	Principal
Administrator	Lindy Davis	Assistant Principal
Non-classroom Professional	Latrell King	Instructional Coach
Non-classroom Professional	Stacey Alexander	Counselor
Classroom Teacher	Hailee Witten	Teacher
Classroom Teacher	Erika Purtle	Teacher
Classroom Teacher	Kimberlie Starnes	Teacher
Classroom Teacher	Rene' Callison	Teacher
Classroom Teacher	Kristen Icenhower	Teacher
Classroom Teacher	Matt Hughes	Teacher
Classroom Teacher	Elizabeth Powell	Special Education Teacher

2019-2020 What's Up Wednesday Advisory Committee

Committee Role	Name	Position
Administrator	Angie Griffin	
Administrator	Lindy Davis	
Non-classroom Professional	Latrell King	
Non-classroom Professional	Stacey Alexander	
Classroom Teacher	Jami Blain	
Paraprofessional	Amanda Briscoe	
Classroom Teacher	Rene Callison	
Classroom Teacher	Stacy Capps	
Non-classroom Professional	Sue Cranford	
Classroom Teacher	Molly Cross	
Paraprofessional	Toni Crysel	
Paraprofessional	Haley Durham-Friedman	
Classroom Teacher	Amanda Gilchrest	
Classroom Teacher	Kara Groves	
Classroom Teacher	Jamie Hammonds	
Classroom Teacher	Matthew Hughes	
Classroom Teacher	Kristen Icenhower	
Classroom Teacher	Melody McMellon	
Classroom Teacher	Shri Norton	
Classroom Teacher	Jennifer Phillips	
Non-classroom Professional	Elizabeth Powell	
Classroom Teacher	Erika Purtle	

Committee Role	Name	Position
Classroom Teacher	Loren Smith	
Classroom Teacher	Kimberlie Starnes	
Classroom Teacher	Brooke Strange	
Classroom Teacher	Kelli Thomerson	
Classroom Teacher	Melissa Thompson	
Classroom Teacher	Julie Watson	
Paraprofessional	Brenda Webber	
Classroom Teacher	Hailee Witten	
Paraprofessional	Savannah York	
Non-classroom Professional	Karmen Harper	
Paraprofessional	Paige McNeil	
Paraprofessional	Angela Page	
Paraprofessional	Nikkii Wooten	

2019-2020 Response to Intervention Team

Committee Role	Name	Position
Administrator	Angela Griffin	Principal
Administrator	Lindy Davis	Assistant Principal
Non-classroom Professional	Latrell King	Instructional Coach
Non-classroom Professional	Stacey Alexander	Counselor
Classroom Teacher	Julie Watson	First Grade Teacher
Classroom Teacher	Erika Purtle	Third Grade Math Teacher
Classroom Teacher	Kristen Icenhower	Fifth Grade ELAR Teacher
Classroom Teacher	Elizabeth Powell	Special Education Collaborative Teacher

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 	<p>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</p>	<p>Sherry Young</p>	<p>The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Shawn Davis</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Holly Tucker</p>	