

Texarkana Independent School District

Wake Village Elementary

2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wake Village is one of the largest elementary campuses in the district. We currently serve 594 students with eighty-three percent of the students identified as economically disadvantaged. Wake Village is one of the most diverse campuses in our district. Forty-four percent of our students are African American, thirty-eight percent are caucasian, eleven percent are identified as two or more and seven percent are Hispanic. The campus houses the Regional Day School for the Deaf and four self-contained classrooms for students identified with Autism and/or Intellectual Disabilities. We currently have 76 students receiving special education services which equates to 12.7% of our students. Thirty-two of the seventy-six students are in self-contained classrooms.

We have Forty Six certified classroom teachers. 9% of our teachers are African American and 91% are Caucasian. We have fourteen paraprofessionals on the Wake Village campus. Most of the paraprofessionals are in our self-contained classrooms and Pre-K classrooms. 37% are African American and the other other 63% are caucasian. 83% of our teaching staff have been teaching for a minimum of six year. We have four first year teachers on our campus.

We have a very supportive relationship with our Volunteers in Public Schools and we worked hard to increase the level of parent involvement last year. We had many events at the school which encouraged more involvement with our parents and students outside of the regular school day. We had two Movie Nights, a Trunk or Treat, Bingo for Books, Christmas Craft evening activity, a student talent show, and a Veteran's Day program. We invite businesses and community members to participate in activities such as our Trunk or Treat so they can see our students and interact with them.

Most of our families are working class poor. A large number of our students do not have parents at home in the evenings to assist them with school work. The parents who are at home can't offer much support in the area of academics due to the level of rigor of the work. We have a lot of rental property, a couple of apartment complexes and section 8 housing in our attendance zone. Our mobility rate last year was almost 22%.

Demographics Strengths

Our diversity is our strength. Due to our diversity, we have promoted a culture of acceptance for all students. We are especially proud of how well our students embrace others who have a broad range of disabilities.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

Wake Village has maintained a Met Standards rating every year for state accountability on our STAAR Assessments. We received four distinction designations for our students' performance on the 2018-2019 STAAR Math and Reading Assessments. We set and determine goals based on last year's data. Our students demonstrated growth in all areas except fourth grade math. Our 3rd grade Reading increased thirteen percent to 86 percent at the approaches level and Math increased four percent to 85% at the approaches level. Our fourth grade Reading increased one percent to 71% at the approaches level, math decreased three percent to 77% at the approaches levels and Writing increased four percent to 76% at approaches. Our fifth grade student performance increased in Reading by four percent to 85, Math stayed the same at 90% and Science increased ten percent to 82% performing at the approaches standard. We will have enrichment to target specific students who performed at the Approaches standard to try and move them to Meets standard.

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

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

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

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our African American students' performance on the STAAR Science test is significantly lower than our other student groups. **Root Cause:** Lack of academic science vocabulary in grades 1-5

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

Wake Village generally does not experience a high rate of turnover, but we did have quite a few staff members leave this past year. We lost several to other districts, one relocated several hours away for his spouse and one decided to be a stay at home mom. We feel very fortunate for our district to conduct a TISD job fair every Spring. The Job Fair allows us to view good, quality applicants early so when openings do arise we have quality candidates to interview.

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

School Processes & Programs Strengths

The Literacy Initiative has been a wonderful addition to our curriculum. While it was very overwhelming during the initial implementation, our teachers have embraced the changes and we truly feel our students are benefitting from this change. We were able to observe individual student growth once the Phonics phase was implemented.

Perceptions

Perceptions Summary

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

Wake Village has a wonderful and very supportive VIPS. We value the relationships we have with our parents and community. Wake Village increased our parent involvement substantially during the 2018-2019 school year with various school activities that were provided for parents and students. Our trunk or treat was a huge success and we look forward to it being even better during the 2019-2020 school year. Other activities included Bingo for Books, Family Craft Night, Family Movie Nights and our Student Talent Show. Our VIPS were recognized at the district level for their outstanding involvement to our students, staff and school.

Based on the new legislative guidelines, our district will be adding a few cameras to our campus for student, staff and family safety. We currently utilize the Raptor program which requires visitors to provide a picture ID for us to scan and enter in the system. The system will alert us to let us know if the person has been flagged in the system. When this happens, we do not allow them access to our school.

95.4% of our staff feel safe at our school. 76% of our staff felt like they needed professional development in the area of Response to Intervention for Behavior. All of our staff received training in Mental Health 101 to help recognize and assist students who are experiencing a mental health crisis. We are seeing a greater need with each passing year for mental health support, especially for our younger grade level students. Our district funded a part time Behavior Interventionist to assist us with challenging students. We are utilizing him to try and build relationships with students who need someone to champion for their needs. 36% of teachers feel they still need professional development regarding the Balanced Literacy. Our district is in the third year of the literacy initiative and will continue providing professional development in balanced literacy. Our district chose to hold off on implementing the next phase of the literacy initiative which is the Writing component until next year. TISD wanted to give teachers the opportunity to develop a higher level of comfort implementing the other components first before moving to a new component.

94% of our students state they always or sometimes feel safe at school. 97% feel as if their teachers either always or sometimes helps them.

Perceptions Strengths

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 English Language Proficiency Assessment System (TELPAS) results
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: 3rd grade students will have a target of 35% at Meets standards on the STAAR Reading Assessment. .

Evaluation Data Source(s) 1: End of grading period assessments, benchmark data and STAAR scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide small group RTI during classroom instruction and out of class pull outs using various instructional materials and applications. We will use Fountas and Pinnell LLI, Tools 4 Reading, Reading A-Z and Teacher Pay Teacher for center activities related to vocabulary, text features and poetry. We will also utilize the new professional development teachers are receiving for guided instruction to incorporate in their classroom instruction.	2.4, 2.5, 2.6	Principal	We will administer end of grade level assessments, benchmark assessments and the end of year STAAR tests with the expectations more of our students will be at the Meets Expectation standard for STAAR.				
2) We will hold grade level Data review meetings to discuss student data following end of grading period assessments and benchmark assessments.	2.4, 2.5, 2.6	Principal	We will expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data.				
3) We will provide intervention for students already at the Meets level of performance to move them to Master level of performance.	2.4, 2.5, 2.6	Principal	We will expect to see a larger percentage of students performing at the meets and masters levels on the STAAR Assessment.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June


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: Increase the 4th grade Reading STAAR percentage of Meets Standard from 36% to 40%.


Evaluation Data Source(s) 2: End of grading period assessments, Benchmark data and STAAR scores.


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide Small Group RTI during classroom instruction and out of class pull outs for intervention. using various instructional materials and applications. We will use Reading A_Z, Tools for Reading, STAAR materials and Teacher Pay Teacher center activities for Vocabulary, Text Features and Poetry.		Principal	Various instructional strategies will be used to increase student performance. We will administer end of the grading period assessments and benchmark assessments to review progress. Interventionist and classroom teachers will work closely together to monitor performance.				
2) We will provide training during the year on how to differentiate instruction within your classroom.	2.4, 2.5, 2.6	Principal	We will meet with teachers at least once a month to discuss strategies being used and the effectiveness of the strategies.				
3) We will conduct grade level data review meetings to discuss student data following end of the grading period assessments and benchmark assessments.		Instructional Coach	We expect to see student performance increase as we make adjustments to small group RTI to address needs based on the data.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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: Increase the overall screening percentage of K-2nd grade students from 81.8%-83% on the End of Year TPRI assessment.


Evaluation Data Source(s) 3: BOY, MOY and EOY TPRI data. Review student data for accuracy and fluency.


Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will follow the Literacy Initiative to ensure student success. Teachers will utilize Fountas and Pinnell LLI, Phonics and Guided Reading portions of Literacy Initiative into their Literacy blocks. Teachers will use Tools for Teaching, Reading A-Z and Teacher Pay Teacher for Center activities for genre, vocabulary and text features.	2.4, 2.5, 2.6	Principal	With the second year of the reading initiative, we will expect to continue seeing student growth in reading fluency and accuracy.				
2) Teachers can utilize a leveled library to assist with student instruction.	2.4, 2.5, 2.6	Principal	We will expect to see our student become more proficient readers with higher levels of comprehension.				
3) Students identified as at risk will be serviced in small group Response To Intervention sessions with a retired certified teacher.	2.4, 2.5, 2.6	Principal	We will expect to see our students become more proficient readers with higher levels of comprehension.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 1: Students in grades 1st-5th will maintain data binders to track their academic and personal progress throughout the school year. 95% of students enrolled from the beginning of the year will have completed data binders by May 21, 2020

Evaluation Data Source(s) 1: Students will enter data from fluency tests, end of the grading period assessments and benchmarks. Students will also have one personal goal for reflection.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will work with students on how to track data in their binder by modeling what to do and how to document data in the binder.	2.4, 2.5, 2.6	Assistant Principal	Students will be able to successfully communicate with an adult regarding their progress or lack of progress based on the data in their binders.				
2) Teachers will meet with students bi-monthly to monitor the tracking of data.	2.4, 2.5, 2.6	Assistant Principal	Students will be more aware of how they are performing academically and whether or not they are meeting their behavior goals.				
3) Students will share their academic and personal goals with their parents during student led conferences.	2.4, 2.5, 2.6	Assistant Principal	Students are able to communicate whether they met their academic and personal goals with their parents.				



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


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

Performance Objective 1: We will complete four walk-throughs for each teacher by March 13, 2020.


Evaluation Data Source(s) 1: Walk through evaluation forms

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) We will create a campus schedule for administrators to ensure that walk-throughs are consistently completed.	2.4, 2.5, 2.6	Assistant Principals	We will expect to see improvement in the quality of research based instructional strategies taking place.				
2) We will look at the data to target improvement in student engagement, student to student strategies and the implementation of true cooperative learning strategies.	2.4, 2.5, 2.6	Assistant Principals	We expect to see higher levels of student engagement in our Data Walks data.				
3) Teachers will continue to incorporate Math stations with hands on learning activities. We will utilize teacher pay teacher, Lone Star Learning, Kamico, Measuring up to Math and other manipulatives and materials.	2.4, 2.5, 2.6	Assistant Principals	We will expect to see higher academic achievement in students' math performance				
4) Students in grades 1st-5th will have Living with Science as an elective class to improve their understanding of science content and vocabulary.	2.4, 2.5, 2.6	Assistant Principals	Higher percentage of students passing the 5th grade STAAR science test.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

Evaluation Data Source(s) 2: Professional development training that is offered and Professional Learning Community meetings within the grade level and with the entire staff.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will receive various training opportunities when we return for the 2019-2020 school year. They will attend district level professional development including the second phase of our reading initiative which is guided reading.	2.4, 2.5, 2.6	Principal	We expect to see teachers being more effective in the classroom when working with students. Evidence will be based on how well students are doing academically and if we have a decrease in number of students being sent to the office for disciplinary purposes.				
2) Grade levels will meet every other week to discuss curriculum to ensure consistent instructional planning is taking place to address the TEKS. Teachers will share instructional strategies used to teach the content and review student academic progress. Teachers will document meetings with Agendas, lesson plans and Instructional Planning Documents.	2.4, 2.5, 2.6	Instructional Coach	A more open and positive school climate among staff members with the focus being increased student performance.				
3) Teachers will continue to incorporate Math stations with hands on learning activities. We will utilize teacher pay teacher, Lone Star Learning, Kamico, Measuring up to Math and other manipulatives and materials.	2.4, 2.5, 2.6	Assistant Principals	We will expect to see higher academic achievement in students' math performance				
4) We will give teachers the opportunity to observe instructional practices in their peers classrooms. We will expect all teachers to conduct a peer observation once throughout the year.	2.4, 2.5, 2.6	Instructional Coach	We expect to see a more open and positive school climate among staff with the focus being on increased student performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June





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

Performance Objective 1: We will continue the events from last year and will include STAAR family nights for Reading and Math during the 2019-2020 school year.

Evaluation Data Source(s) 1: Number of parent/community events that take place on our campus during the 2019-2020 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) We will add an additional STAAR family night for parents to give them a better understanding of student expectation for the STAAR test. Below is the list of events planned for parent involvement. We incorporate a Leader In Me Habit with each event. 1.) Movie Night 2.) Trunk or Treat 3.) Parent/Student Make and take Snowflakes 4.) STAAR Reading family night 5.) Bingo for Books 6.) STAAR Math family night 7.) Veteran's Day Program 8.) VIPS grade level performances throughout the year or prior to award assemblies.	3.2	Instructional Coach and Principal	We expect to see more parents getting involved with the school whether it is fun activities or learning about our State Assessments. We will have sign in sheets for each event.				
2) Wake Village created a Facebook Page to communicate with parents what is happening on the campus.	2.4, 2.5, 2.6	Assistant Principal	Improved communication between the school and our students' parents.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
District-level Professional	Mindy Basurto	Coordinator of Multilingual Education
Classroom Teacher	Dena Beard	Self-Contained Teacher for Autism
Non-classroom Professional	Stacey Black	Behavior Interventionist
Classroom Teacher	Nicole Broussard	1st grade teacher
Parent	Debbie Buxton	Parent
Community Representative	Bruce Dinsmore	Fire Chief
Administrator	Mindy Gennings	Principal
Parent	Samantha Knox	Parent
Non-classroom Professional	Kristi Lewis	Instructional Coach
Administrator	Andy McCarter	Assistant Principal
Classroom Teacher	Susanna LeJeune	Kindergarten Teacher
Business Representative	Justin Powell	Business
Parent	Ashley Steward	Parent
Community Representative	Jody Stubbs	Police Officer for Community
Business Representative	Sandy Watkins	Daycare Owner
Classroom Teacher	Katie Spicer	3rd grade Teacher
Classroom Teacher	Paula Johnson	4th grade 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>	