

# Texarkana Independent School District

## eSchool Prep

### Improvement Plan

2020-2021



# Mission Statement

The mission of Texarkana Independent School District, an innovative learning community strengthened by its diversity, is to provide a superior education in a caring environment that inspires, challenges and engages each student through a wide range of opportunities.

eSchool Prep is committed to providing parents and students choices to meet their individual needs and learn at their pace in their preferred learning environment.

eSchool Prep lays the foundation for each extraordinary individual to succeed in college, career, and life by providing caring and supportive teachers who deliver high-quality, flexible and engaging learning for students and their families.

## Core Beliefs

### We believe...

All students are capable of success!

It is our responsibility to inspire students to believe in themselves.

Care and compassion create an environment that fosters hope and intrinsic motivation.

Every student should be provided an education that will prepare him or her for a successful future.

Diverse educational experiences best serve unique, individual needs.

Showing love and compassion to students, staff, parents, and community members is essential.

The highest quality educators are necessary for the best results.

It is our responsibility to grow people.

Positive relationships with families are key to the success of the child.

Educating children is the job of everyone in the community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our students come from across Texas. Demographically, eSchool Prep is made up of the following:

Percentage of Students who are:

Male- 41%

Female - 59%

African American- 16%

Hispanic- 41%

White- 37%

Economically Disadvantaged - 36%

Special Education- 13%

504 - 14%

English Language Learners - 5%

Dyslexia - 3%

GT- 2%

At Risk - 49%

CTE - 31%

Homeless - 2%

Based on the data, the school serves a diverse population. In addition to the data, the students arrive at eSchool Prep at various times during the school year. We serve students who have academic deficits, need social and emotional supports, are looking to advance in coursework, or do not thrive in a traditional school setting. With COVID-19, we expect students will also turn to eSchool Prep because of safety issues. The COVID-19 situation most likely will force adjustments in planning as the semester begins.

### **Demographics Strengths**

Based on the demographics, the school is diverse. To be successful, the school design must meet the needs of many different students. The Student Success Advisor (SSA) position was created to build community and address individual student needs. The school schedule will also allow students to form clubs and organizations to build community. In the virtual space, we will be providing different opportunities for students to interact and learn from each other.

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

**Problem Statement 1:** Special Education students may enter our school with additional needs due to COVID-19 situations **Root Cause:** Many students could not complete ARD plans or were provided services.

**Problem Statement 2:** Students are expected to have lost at least 6 months of instructional attainment. **Root Cause:** COVID-19 cause interruptions in the educational process. The issue is exacerbated for those students without computers or connectivity.

# Student Learning

## Student Learning Summary

The State of Texas cancelled the assessment system for the year. Based on last year's results, 44% of all grades were passing. Attendance was an issue as 29% of the students met the acceptable threshold. The attendance data had a direct impact on course progress data. 25% of students made adequate progress in course completion. In short, the data showed a need to improve the following areas:

1. Attendance tracking and response
2. Monitoring of course progress and accountability for students not meeting targets.
3. Setting up intervention systems, including mental health supports
4. Tracking data weekly to ensure students and teachers know who needs assistance.
5. A schedule that is more structured to support students learning

By incorporating the 6 C's, technological and scientific literacy, and self-awareness of their own strengths and weaknesses, students will better be able to plan for their future, advocate for themselves and others, accept constructive feedback, and become disciplined, positive contributing members of society.

The academic plan for eSchool Prep is based on 4 pillars that will prepare our students for their futures:

1. A curriculum that fully aligns with College, Career, and Military Readiness outcomes
2. Social and Emotional Skills
3. Infusion of 6 C's in Instruction and Assessment
4. Identification and Implementation of Rapid Interventions

By focusing on these pillars, we will prepare our students for their futures.

## Student Learning Strengths

The addition of the Student Success Advisors and Deans of Instruction will help monitor data weekly. They will also ensure action is taken when a student is failing to meet standards.

The Deans of Instruction positions are designed to help teachers develop engaging lessons and to identify student needs. In addition, the Deans of Instruction will lead a new PLC+ structure that will address how teachers are delivering content.

The Student Success Advisors will monitor key data daily and rapidly intervene when students are showing signs of struggle. The team will work with students to address the academic, organizational, or social/emotional issues that students are facing and create plans to help students succeed.

A robust data system will not only measure what interventions were planned, but also whether they were successful. Weekly, student study teams will convene to review the data and provide tiered supports to students

All students will take a skills assessment in Exact Path. The results of the assessment will be used to assign students to modules that are designed to close the skills and TEKS gaps students may have. Study Island is also a tool teachers will use to supplement student learning. There are two blocks of time scheduled in the day that require students to work in these programs.

eSchool Prep will use a Skills, Values, and Interest (SVI) survey provided by Career Cruising to assess student aptitudes. Advisors will develop a Personalized Education Plan (PEP) to align the SVI with high growth/high-income job opportunities in Texas. Texas labor market information will guide career coaching and student career exploration projects. The Student Success Advisors will lead all students through modules that are designed to get students thinking about their futures and connect classroom lessons to their goals.

Together, these systems will provide the base to improve student performance outcomes.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Special Education students may enter our school with additional needs due to COVID-19 situations **Root Cause:** Many students could not complete ARD plans or were provided services.

**Problem Statement 2:** Students are expected to have lost at least 6 months of instructional attainment. **Root Cause:** COVID-19 cause interruptions in the

educational process. The issue is exacerbated for those students without computers or connectivity.

**Problem Statement 3:** Students can feel disconnected from school due to the isolation of home learning **Root Cause:** Not having school systems focused on engagement.

# School Processes & Programs

## School Processes & Programs Summary

Edmentum, in conjunction with eSchool Prep, hired all of the teachers needed to support our students. We will be using T-TESS to monitor and support a teacher's growth. In addition, all teachers will be attending PLC+ meetings to develop engaging lessons and help coach teachers to be more effective in the classrooms. Teachers will be provided a survey after each meeting and every three weeks to gauge job satisfaction and whether they feel supported.

The Edmentum suite of programs includes Courseware (6-12) and Calvert Learning (5) that will provide the base instructional practice. Exact Path and Study Island will provide additional supports for students and provide resources to teachers to supplement lessons.

The organization structure will ensure both the implementation of the curriculum and the support needed for teachers to thrive in the virtual environment.

### **TXVS Hires:**

#### **CEO**

Chief of Staff

Chief of School

Student Support Administrator

Student Success Advisor - 10

Dean of Instruction- 3

Special Programs Director/Dean of Instruction-1

PEIMS/IT Director

Human Resources Director

Testing Coordinator

Special Education/504 Coordinator

ELL/TELPAS Coordinator

Dylexsia/Rtl/GT Coordinator

Truancy/Graduation Coach

**Edmentum Hires:**

Teachers- 60+

Counselors - 13

Weekly, student study teams will review academic data to identify those who need assistance. The student schedule has time to help students catch up with academic work so they do not fall behind. A data system will measure whether the plans were implemented and successful.

The Administrative team is focused on student performance outcomes. The structure allows for teams of administrators to lead rapid changes if the data supports moves to improve student performance.

**School Processes & Programs Strengths**

Weekly, student study teams will review academic data to identify those who need assistance. The student schedule has time to help students catch up with academic work so they do not fall behind. A data system will measure whether the plans were implemented and successful. The data will also be used to identify students who may need mental health supports.

eSchool Prep has partnered with Vida Clinic to provide mental health counseling for students and their families.

Ongoing assessments provide data that is used to define targeted instruction. All students will take a battery of assessments to determine skills that are in need of strengthening. The students will be assigned individualized work throughout the year.

eSchool Prep will use a Skills, Values, and Interest (SVI) survey provided by Career Cruising to assess student aptitudes. Advisors will develop a Personalized Education Plan (PEP) to align the SVI with high growth/high-income job opportunities in Texas. Texas labor market information will guide career coaching and student career exploration projects.

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

**Problem Statement 1:** Communication with parents and caregivers can be spotty **Root Cause:** Not having a building to visit, systems to reach out to families need to be varied and robust.

# Perceptions

## Perceptions Summary

### OUR PHILOSOPHY

**Communication, Collaboration, Critical Thinking, Creativity, Connectivity, Cultural Proficiency are at the forefront of our design.**

Our philosophy includes a framework and processes that will provide students with the foundation to be college, career, and military ready. We believe in educating the whole child by helping students discover their strengths and providing opportunities to maximize their development both individually and collaboratively. By design, students will be encouraged to think critically and discover their potential to creatively solve the complex problems they face.

Students need to feel validated and connect within groups and society. Today's world requires students to engage in a healthy culture where students feel safe to express themselves while appreciating other people's viewpoints and experiences. In a world that requires students to contribute in multiple ways, communication and connectivity skills are essential for a student to meet their potential and demonstrate their abilities to compete innovatively.

In order to accomplish these 21st century standards, students will need a number of academic supports that will allow them to become a contributing member of society. To ensure students are ready to compete in society, eSchool Prep will go beyond the traditional school curriculum goals to measure both content and application of learning in authentic ways.

Our Student Success Advisors are trained to work with our families to improve communication with families and the school teachers and administrators. We will be surveying our families to ascertain their opinion of our services, instruction, supports, and climate every 3 weeks. We want to ensure our students feel supported and are having their needs met.

## Perceptions Strengths

Our greatest treasures are the students we serve. Our commitment to putting students' needs first and building holistic relationships has begun with the creation and implementation of our Student Success Advisor Team. Making authentic two-way communications is our team's top priority. eSchool Prep had 1200 students committed to return to us this coming school year and our SSA Team has been reaching out to every one to engage in getting to know our students.

The response from the field has been well received as parents, Learning Coaches, and students are eager to begin the journey with a school who takes the time to visit and get to know each student and family we serve. Some feedback we are hearing from parents:

"Loved that we are offering more courses for their students this year"

"Loved that we are going to work 1:1 with each student to develop his/her career pathway"

"Loved that the parent could reach out to the eSchool Prep team and even text on real phone numbers and someone was always answering or calling back"

"Loved that eSchool Prep is going to provide social avenues for students to interact virtually in a safe space"

"Loved that our school seems more intimate and relationship centered"

From the Student Success Advisor Team:

"Parents are thrilled to hear from a human. Families want to know they will be listened to and genuinely cared for, and in every conversation, we've had with returning families, they are happy to know we will listen and care about them. They are grateful for clarification. They are happy that the curriculum will be more individualized. They are happy about Headed2 plans, and the SSA team's plans this year. They love all of the positive messages we are sending."

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

**Problem Statement 1:** Communication with parents and caregivers can be spotty **Root Cause:** Not having a building to visit, systems to reach out to families need to be varied and robust.

**Problem Statement 2:** Students can feel disconnected from school due to the isolation of home learning **Root Cause:** Not having school systems focused on engagement.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Student Data: Assessments**

- 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 End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## **Student Data: Behavior and Other Indicators**

- Enrollment trends

# Goals

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

**Performance Objective 1:** By May 26, 2021, all eSchool Prep students in grades 5-12, will increase overall passing rates from 44% in SY19-20 to 65%.

**Evaluation Data Sources:** Campus assessments, standards mastery data from formative assessments and curriculum checkpoints.

**Summative Evaluation:** None

**Strategy 1:** Using Deans of Instruction and Student Success Advisors (SSAs), our work in daily PLCs will be evidenced in greater student engagement and teacher effectiveness.

**Strategy's Expected Result/Impact:** Increase overall passing rate and improved student performance as seen via data points collected

**Staff Responsible for Monitoring:** Deans of Instruction, SSAs

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Dec**

**Feb**

**Apr**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** By May 26, 2021, 75% of all 8th-12th graders will participate in College and Career Readiness by taking the TSI exam and of those 75% that participate, 50% will meet CCMR readiness standards.

**Evaluation Data Sources:** TSI report data

**Summative Evaluation:** None

<b>Strategy 1:</b> Beginning in 8th grade, teachers/counselors/SSAs will counsel with students on the importance (The Why) of taking and passing the TSI exam. Students will be contacted individually and encouraged to sign up at each testing opportunity.		
<b>Strategy's Expected Result/Impact:</b> Increase in the number of students taking the TSI exam and meeting our CCMR on state accountability	<b>Formative</b> <b>Dec</b> <b>Feb</b> <b>Apr</b> <b>Summative</b> <b>June</b>	
<b>Staff Responsible for Monitoring:</b> SSAs, Counselors		
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b> None
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 3:** By May 26, 2021, students will have improved Live attendance in class sessions from SY19-20's 48% rate to 70%.

**Evaluation Data Sources:** BLOOM Dashboard and Jigsaw/ELM reports

**Summative Evaluation:** None

<b>Strategy 1:</b> Using Jigsaw and BLOOM, students will be monitored and tracked for daily attendance in all required classes.		
<b>Strategy's Expected Result/Impact:</b> Improvement and documented attendance in LIVE sessions.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SSAs, teachers, Deans of Instruction		<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Apr</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 4:** By May 26, 2021, all students in grades 5-12 will have increased adequate progress (completion of content and submission of assignments) in course content from the SY19-20 rate of 25% to SY20-21 rate of 55% by using resources such as SSAs, Study Island, and ExactPath.

**Evaluation Data Sources:** BLOOM, Study Island, ExactPath

**Summative Evaluation:** None

**Strategy 1:** Using LMS and BLOOM the students will show adequate and timely progress in coursework and assignment expectations according to the calendar pace chart.

**Strategy's Expected Result/Impact:** Increasing progress for all students

**Staff Responsible for Monitoring:** SSAs, Deans of Instruction, teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Dec**

**Feb**

**Apr**

**Summative**

**June**

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 1:** By May 26, 2021, 100% of 5-12 grade students will have an Skills, Values, and Interest personalized learning plan and our High School students will begin building career maps aligned to high growth/high-income job opportunities in Texas.

**Evaluation Data Sources:** Headed2 platform / SSA data

**Summative Evaluation:** None

**Strategy 1:** Using Headed2 Career Cruising software, all students will have a personalized learning plan for career tracking.

**Strategy's Expected Result/Impact:** All students will have a career map for high growth, high wage career opportunities

**Staff Responsible for Monitoring:** SSAs

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Dec**

**Feb**

**Apr**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 1:** Based on each Professional Development targeted session, survey feedback will show 75% teacher relevance by pedagogy is in place to enhance effective curriculum delivery, student engagement, and teacher effectiveness.

**Evaluation Data Sources:** BLOOM Data, Assessment data, PD plan, PLC data, TTESS data, survey results

**Summative Evaluation:** None

**Strategy 1:** Teachers will be exposed to a variety of ongoing and pedagogically sound best practice learning activities based on needs assessments.

**Strategy's Expected Result/Impact:** Student engagement and teacher effectiveness

**Staff Responsible for Monitoring:** Deans of Instruction

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Dec**

**Feb**

**Apr**

**Summative**

**June**

**Strategy 2:** PLC teams will meet weekly to analyze student and teacher performance data in order to improve student performance. There will be an actionable plan for learning and growth based on each daily/weekly session.

**Strategy's Expected Result/Impact:** Improvement in student engagement and teacher effectiveness

**Staff Responsible for Monitoring:** Deans of Instruction, Chief of Schools

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

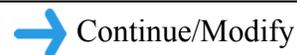
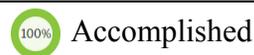
**Dec**

**Feb**

**Apr**

**Summative**

**June**



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

**Performance Objective 1:** By May 26, 2021, 50% or more of eSchool Prep students will attend at least one School-sponsored event either in-person (if available due to COVID 19) or virtually.

**Evaluation Data Sources:** Community event attendance records, student-led club formation, Virtual/In-Person outings, Virtual Career Fairs

**Summative Evaluation:** None

<b>Strategy 1:</b> Using the SSAs and small student group weekly sessions and the Let's Talk campaigns to students and families, we will increase event participation.		
<b>Strategy's Expected Result/Impact:</b> To have at least half of our student population engage in a social event throughout the year.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SSAs		<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Apr</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** eSchool Prep will maintain a customer service score of 8 or higher on the Let's Talk dashboard.

**Evaluation Data Sources:** Let's Talk! dashboard and comparison report data

**Summative Evaluation:** None

<b>Strategy 1:</b> Student Success Advisors will use ongoing campaigns to promote student and family engagement throughout the school year.	
<b>Strategy's Expected Result/Impact:</b> To keep at least an overall satisfaction goal of 8 or higher from feedback on the Let's Talk platform.	<b>Formative</b> <b>Dec</b> <b>Feb</b> <b>Apr</b>
<b>Staff Responsible for Monitoring:</b> SSAs	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** By May 26, 2021 school survey data will show at least 70% of learning coaches and staff are satisfied with eSchool Prep.

**Evaluation Data Sources:** Survey data

**Summative Evaluation:** None

<b>Strategy 1:</b> Using quarterly Teacher, Student, and Family surveys, eSchool Prep keeps at least a 70% satisfaction rate.	
<b>Strategy's Expected Result/Impact:</b> Increased satisfaction with eSchool Prep from teachers and families	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SSAs, Deans of Instruction, Chief of Schools	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> None	<b>Apr</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD’s ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> <li>● Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>● Evaluation – every two years</li> </ul>	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

<b>5. Dropout Prevention</b>	TEC 11.252		The school will follow Board Policy EHBC.
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Mindy Basurto	
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● District-wide procedures for campuses, as applicable</li> </ul>		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul>	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	Shawn Davis	Board Policy DMA(Legal)
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	Holly Tucker	
<p><b>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>• <b>Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs;</b></li> <li>• <b>Age-appropriate, research-based anti-victimization programs for students;</b></li> <li>• <b>Actions that a child should take to obtain assistance and intervention; and</b></li> <li>• <b>Available counseling options for affected students.</b></li> </ul>	<p>Education code 38.0041</p>	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
<p><b>17. College and University Admissions and Financial Aid (All grade levels)</b></p>	<p>Education Code 11.252.28.026, 51.803  19 TAC 5.5, 61.1201</p>	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
<p><b>18. Comprehensive School counseling Program that includes:</b></p> <ul style="list-style-type: none"> <li>• <b>A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;</b></li> <li>• <b>A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's</b></li> </ul>	<p>Education Code 33.005</p>	Sherry Young	Board Policy BQ (H), FFEA(H)

continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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