

Texarkana Independent School District

Nash Elementary

2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nash Elementary School has an outstanding reputation of excellence in academics and school culture. The staff is committed to success for all students. In addition to our strong focus on academic excellence, our students receive leadership training through the Stephen Covey Model of Leadership. We believe this contributes to a highly motivated, forward thinking, and respectful group of students. Nash Elementary School serves a diverse population of approximately 660 students. Approximately 89% of the students are identified as low socio-economic (LSE). We continuously monitor, evaluate, and plan in order to continue moving toward even greater achievement.

Currently, Nash Elementary is approximately 27% White, 34% Hispanic, 32% African American, 7% two or more, and .15% Asian, American Indian, & Hawaiian with an attendance rate of 91%. Nash has a LEP (Limited English Proficient) population of approximately 170 students. About 154 students are currently enrolled in the Bilingual Education Program, and 16 others are served in ESL.

Students at Nash Elementary strive for excellence and practice Leadership skills through daily classroom and school-wide jobs. 100% of students have a classroom job all year. Nash Students 2nd-5th grade, Staff, and Nash Parents participated in the LIM Measurable Results Survey. As evidenced in the 2023 LIM Survey we have several areas that increased and showed growth. Our overall LIM score increased from 72 to 78. Several areas increased as well. Leadership went up 4 points, culture went up 6 points, and academics went up 6 points as well. Nash Elementary will continue to implement the LIM Measurable Results Survey to continue to empower all stakeholders.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. Nash teachers continually strive to improve and strengthen their teaching capabilities and instructional delivery methods by participating in staff development that is current and relevant to their needs. The Nash faculty recognizes that all students are diverse and that many have specific learning needs. Thus, the focus is on identifying students with specific needs and providing appropriate differentiated assistance and /or remediation where needed. Nash Elementary School staff members are provided with numerous and frequent opportunities to participate in professional development. We anticipate this pattern of quality staff development to continue for Nash Elementary staff members. During the 2023-2024 school year, teachers will attend professional development in the areas of Kagan, Gomez & Gomez, and math training.

Teachers may also be given opportunities to attend additional workshops as well as several mandated district trainings. Nash Elementary has a very diverse staff represented by White, Hispanic, and African Americans. Nash Staff will continue to grow and learn to better serve Nash Students.

Nash 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 & community support. In order to achieve support,

parents must become involved as partners in the education of their students. Historically, Nash Elementary School has enjoyed a high level of parental involvement and support. Volunteers are readily available to assist teachers and staff in classrooms, the workroom, and during student activities. Nevertheless, parental involvement and support is something that every staff member must continue to cultivate. During the previous school year, Nash Elementary School enjoyed a high level of parental support as was evidenced by a large number of parents who were active in the Partners in Education (PIE) and Volunteers in Public Schools (VIPS) programs. We also plan the continuation of the Latino Family Literacy Project that was a huge success in past years. Nash Elementary VIPS organization has been instrumental in fundraising, with funds being used to purchase state-of-the-art technology equipment and fund teacher appreciation activities. Parent volunteers have also played an important role in the development and implementation of student incentive programs. Public schools must rely heavily on financial assistance from the community in order to have modern, efficient facilities. Thus, like parent involvement, the involvement of the community in the education of its students is critical and certainly worthy of cultivation. Nash Elementary School enjoys a high level of support from the community. Non-profit organizations support the school by providing volunteers, Thanksgiving food baskets, shoes, and Christmas gifts to families who are in need. Businesses support the school by providing volunteers, free or reduced priced merchandise, and facilities for field trips. For example, The Texarkana Sunrise Rotary Club of Nash Texas has provided Nash third graders with their very own dictionary for three years now. They also provided all classroom teachers with a one hundred dollar gift card to the local teacher supply store to help them with providing classroom supplies. They are a tremendous supporter of our staff and students.

Demographics Strengths

Nash Elementary School is a diverse campus, which lends itself to a culture of understanding and celebration of uniqueness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Nash Elementary missed Target of 55% in Domain 3 in the area of ELL students and also missed the target of 19% in Special Education in the student achievement component. **Root Cause:** Did not meet the targets for sped in "meets" or above or academic growth in Reading.

Student Learning

Student Learning Summary

STAAR overall performance has not yet been released. Looking at preliminary scores we have identified the area of math as a focus area. Nash Elementary will continue to dissect and analyze the TEKS for each subject area and grade level, increase the rigor of the lessons delivered, and closely monitor assessment data to ensure student gains in success.

CNA for Targeted Support

We will continue to wait for final STAAR Performance scores and reports. The team will then then conducted a 10-5-5 brainstorm to identify possible reasons for the gaps previously identified and then categorized those possible reasons into those items within the circle of control and items in the circle of influence. The team will then narrowed down the list and chose one reason to conduct a 5 Why's analysis on. We suspect that we will identify areas of growth in our Special Education student performance as well as our overall math scores. Targeted plans will be developed to plan targeted support in those two areas.

Student Learning Strengths

In 2017, students at Nash Elementary receive the prestigious recognition of becoming a Lighthouse School by the Franklin Covey Leader in Me organization. In 2021, Nash recieved a recertification and will remain a Lighthouse School for 2 additional years, and then be reevaluated with an on site visit. Nash has began planning to be a LIM Legacy school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students are scoring approximately 40% below in Reading and 32% below in Math than general education population int the MEETS Grade Level category on STAAR. **Root Cause:** Special education students are not performing on grade level and lack foundational skills due to unidentified gaps in learning.

School Processes & Programs

School Processes & Programs Summary

Nash 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 TRS (TEKS Resource System), we believe we will see increased success on STAAR and other achievement measures. In response to the need to focus on our SPED and ELL sub populations as well as Tier 1 instruction, we will continue to implement PLC's to identify areas of growth and implement practices to better serve our all of our students with an additional focus on SPED and ELL students to increase their academic performance. We were granted ESSER funds and we have added a few positions to best support all of our students, but especially our ELL's students and SPED students. We have an additional bilingual instructional aide that will continue to provide academic support for our 3-5 bilingual students. We continue to benefit from the ESSER Testing Assistant position. This will allow our administration more time to evaluate and monitor our campus data. We will also continue the use of the Gomez & Gomez dual language model of bilingual education. As evidenced by Tejas Lee, TELPAS scores, and teacher observation, students under the current model seem to lack strength in their native language, thereby making the transfer to English more difficult. Research shows the Gomez & Gomez model to be the most effective.

Another element that contributes to student success is facilities. Facilities include more than buildings. Equipment, supplies, and materials that are used in the education of students are all components to be considered. Uncomfortable, outdated facilities and the lack of appropriate equipment, supplies, and materials can significantly detract from the educational process. The Nash Elementary School building is well maintained. Our Environmental action team that is made up of staff members work hard to ensure a positive and well-maintained school environment. Janitorial services are acceptable and the students and staff enjoy a clean campus. The school lawn is well kept, contributing to the beauty of the campus. All safety standards have been met and the campus is accessible to students and staff with disabilities. A secure entrance prohibits visitors from entering the school without signing in at the front office. Playground equipment was properly installed, enabling all students to play safely, including three and four-year-old pre-kindergarten students. The staff enjoys access to adequate supplies and materials.

Students continue to utilize the campus computer lab with success on an activity rotation schedule. During their time in the computer lab, the computer lab instructional aide provides high-quality instruction to students, following the technology applications TEKS. Educational software programs such as Sci-Tex Lab, Mystery Science, Edu-Smart, Pebble Go, and Learning.com have been made available to Nash Elementary classroom teachers during the previous school years and will continue to be provided during the 2023-2024 school year. Currently all classrooms are equipped with a desktop computer, LCD projectors, teacher laptop, student chromebooks, and Apple TVs. It is recognized by the CQIC that additional training is an ongoing need for classroom teachers in the area of technology.

Teachers frequently participate in PLC's led by administration, plan instruction, to analyze student performance data, identify student mistakes, and develop plans for spiral review of concepts or reteaching. In addition, specific teachers will receive training in the area of math instructional strategies.

School Processes & Programs Strengths

The climate of Nash Elementary is very positive. Our leadership initiative promotes a positive atmosphere for our students and staff. It also provides our students an opportunity to be leaders and participate in making our school a positive place to learn. Our professional collaboration is evident through PLC discussions and sharing of strategies and activities to engage students in a meaningful way.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited English Proficient students are below the state standard. **Root Cause:** The lack of systemic structures for the implementation and monitoring of rich English Language instruction strategies, supports, and student growth.

Perceptions

Perceptions Summary

Nash Elementary students receive leadership training through the Stephen Covey model of leadership. In addition to achieving a high level of success academically, students study the bestselling text by Stephen Covey: *The 7 Habits of Highly Effective People*. Through this text and the Leader in Me related instructional materials, students develop interpersonal and intra-personal skills. With the assistance of staff, students set and reach both personal and academic goals and practice decision making. Students are taught in order to be a leader, they must think ahead, make good decisions, and serve others with compassion and kindness.

While many consider leadership a separate domain, the staff at Nash Elementary School views leadership as a life skill. Staff believe that all students have genius and that all students can be leaders. According to a 2023 LIM survey, Nash Elementary stakeholder feel that LIM positively impacts student led achievement. Students have one or more teachers who provide them with encouragement and support they need to lead their learning.

The stakeholders of Nash Elementary recognize the importance of the work we do here. They value the habits that are taught to our children and recognize the importance of teaching students at a young age how to be a leader. They are proud to have a community school that exhibits excellent leadership as evidenced by the continual maintenance of Lighthouse School status.

Perceptions Strengths

Nash elementary is rich in diversity as well as community support. Nash is nestled in the small city of Nash, Texas. The staff of the City of Nash is always finding ways to support our efforts. The local rotary chapter, Texarkana Sunrise Rotary is also one of Nash' biggest supporters. They volunteer at different school events as well as provide staff and students with recognitions and supplies. It is with that and the positive campus culuture that Nash will continue to work to find ways to ensure student success not only in the areas of academics, but in the social realm.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student achievement decreased in the overall area of math in grades 3-5. **Root Cause:** Learning loss due to COVID and the gaps that were created have attributed to the decrease in math scores.

Priority Problem Statements

Problem Statement 1: Special Education students are scoring approximately 40% below in Reading and 32% below in Math than general education population in the MEETS Grade Level category on STAAR.

Root Cause 1: Special education students are not performing on grade level and lack foundational skills due to unidentified gaps in learning.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance 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 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

- Budgets/entitlements and expenditures data

Goals

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 1: We will provide additional science instructional support for 100% of students in grades 1-5.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: We will provide relevant and necessary science materials such as SciTex-Lab, Mystery Science, and Edu-Smart Science to conduct engaging science lessons to include hands on science experiments that will increase student learning and success.</p> <p>Strategy's Expected Result/Impact: Increase from 71% approaches in STAAR Science scores to 73%.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
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Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: 80% of all students grades 3-5 will master essential standards to demonstrate growth in reading and math.

Evaluation Data Sources: STAAR test results





| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide all students at-risk of failure additional targeted instruction through intervention programs during daily WIN time.</p> <p>Strategy's Expected Result/Impact: Increase the total number of at risk students on grade level by the end of the school year. We will increase by 3% on STAR Literacy.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Reading and Math Interventionist - 199 - General Fund</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Conduct individualized data analysis meetings to analyze assessment data as well as plan for student academic progress and success. Teachers will intentionally look at data and implement instructional strategies to address special education and African American sub pops, particularly in reading.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of specific content areas and will know what concepts to spiral in order to increase student achievement.</p> <p>Increase unit assessment scores by 1% each 6 weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Provide ELL/LEP students with additional PD and support implementing the Gomez & Gomez dual language enrichment model with fidelity.</p> <p>Strategy's Expected Result/Impact: Conduct Gomez & Gomez look for walkthroughs to provide feedback to our bilingual staff and ensure student learning.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: All students will participate in the Leader in Me program in order to instill confidence and set personal and academic goals, as well as track their goals and lead measures.





Evaluation Data Sources: Evidence of DEAL time lessons
Student Leadership Notebooks

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: The campus will encourage family learning of the 7 Habits Leadership Principals by providing resources to be sent home 3 times during the year.</p> <p>Strategy's Expected Result/Impact: 25% of families will complete the family learning resource and return to school.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.6</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Student-led conferences will be held in the Spring to give students an opportunity to discuss their academic progress with their parent or guardian.</p> <p>Strategy's Expected Result/Impact: 100% of students will keep up to date leadership binders where they will track their goal progress, reflect, and revise goals as needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> | Formative | | | Summative |
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Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 1: 100% of PK through 5th grade classroom teachers will participate in structured planning Professional Learning Communities that will help drive instruction to positively impact student learning.

Evaluation Data Sources: Assessment data, calendar of events, and sign in sheets.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide an opportunity for Math 3-5 teachers to attend district math trainings in order to increase levels of student Math STAAR scores.</p> <p>Strategy's Expected Result/Impact: Increase in 3rd through 5th Math STAAR scores by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: We will provide opportunities for 5 staff members to attend LIM Symposium in order to maintain a highly informed staff with the ability to share new LIM strategies with other staff members.</p> <p>Strategy's Expected Result/Impact: Maintenance of Lighthouse Status.</p> <p>Staff Responsible for Monitoring: Staff Lighthouse Team</p> <p>Title I: 2.5</p> <p>Funding Sources: Registration and Travel Expenses - 199 - General Fund</p> | Formative | | | Summative |
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



Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 2: Our special education students will increase their scores by 2% on both math and reading state assessments.

High Priority





Evaluation Data Sources: FIE data

- TPRI scores
- STAR Renaissance
- Unit Assessments
- Brigance Assessment
- Benchmark Scores

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: We will implement intentional targeted data tracking for special education student using multiple methods to identify gaps in individual student learning in order to specifically address those areas and improve student growth on state assessments.</p> <p>Strategy's Expected Result/Impact: Increase the % of special education students scoring "APPROACHES" on Reading and Math STAAR assessment.</p> <p>Staff Responsible for Monitoring: CLT</p> <p>Title I: 2.4 - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provides SPED students opportunities for extended learning such as after school tutorials to help them be academically successful.</p> <p>Strategy's Expected Result/Impact: Increase by 1% the number of SPED students passing STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 1: Nash Elementary will increase community/parent involvement and establish positive community partnerships through personal, media, and written contact with stakeholders.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize social media accounts such as Facebook and Twitter to communicate events and positive PR with stakeholders.</p> <p>Strategy's Expected Result/Impact: Informative and positive media will be posted one time each week resulting in increased parent participation at school events.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.6, 4.2</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Offer bilingual parents an opportunity to participate in the Latino Family Literacy Project to help them understand literacy in the home.</p> <p>Strategy's Expected Result/Impact: At least 10 participants will complete the project.</p> <p>Staff Responsible for Monitoring: LFLP Facilitators</p> <p>Title I: 4.2</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Host Family events to increase positive parent relationships and community involvement.</p> <p>Strategy's Expected Result/Impact: We will host 3 family events during the school year.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Title I: 4.2</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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| <p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none">• An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and• Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students. | | | |
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