

Texarkana Independent School District

Texas Middle School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the end of the 2024-2025 school year, Texas Middle School had an enrollment of 1,430 students grades 6-8. The District has experienced a slight increase in enrollment and the middle school enrollment is up compared to the 2024-2025 school year.

Texas Middle School is a Title I school that serves a diverse ethnic population. The student population consists of African American (45.5%), Hispanic (19.7%), White (26.1%), American Indian (0.5%), Asian (1.2%), Pacific Islander (0.1%), and Two or More Races (7%). Our campus consists of different subgroups. Economically Disadvantaged students comprise 76.8% of our student population and have remained steady at this rate. The percentage of English Language Learner students is 13.1%. The remaining student population is comprised of the following subgroups 62.4% At-Risk, Special Education population consists of 16.9%; Section 504 consists of 20.1%; Dyslexia, whether Special Education or Section 504, consists of 13.6%; Gifted and Talented consists of 5.9%, Homeless consists of 0.9%, and Mobility Rate consists of 13%.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. At Texas Middle School, state certified staff are sought after whether through a traditional certification or alternative certification. A trend which is unfolding, however, is the lack of enough certified applicants leading to the need to hire non-certified staff as "instructors". The teachers receive campus level and district level support that strengthens their teaching capabilities, instructional delivery, or classroom management. Teachers have access to a resource center in the library which provides current professional development materials and teaching resources. At Texas Middle School, all teachers are required to attend training on curriculum design and delivery; research-based instructional strategies and cooperative learning structures; using formative assessments for data analysis and instructional planning; and project-based learning. Our teachers share their best practices through department and vertical meetings with the content curriculum coach and extensive support from Administrators through the PLC process.

Our professional staff is comprised of teachers, professional support, educational aides, and campus administration. According to the most recent Texas Academic Performance Report (TAPR) of 2023-24, 43.3% of our teachers at Texas Middle School have less than 5 years of teaching experience, and 33.1% of our teachers hold a master's degree. Our teacher population consists of African American (27.3%), Hispanic (4.2%), White (69.5%), American Indian (0%), Asian (1%), and Two or More Races (3.4%). The percentage of male to female teachers is 28.3% to 77.2%.

Based on the 2024-2025 teacher professional development survey, teachers identified areas of need. Based on this information, a professional development plan was created to support and retain teachers. In the 2024-2025 school year, Texas Middle School will provide required professional development sessions in the procedures and practices necessary to improve the function of our professional learning communities. Emphasis will be on the elements of a successful CTM, or collaborative team meeting. This will include creating and using an agenda, creating and following norms and roles, sharing, analyzing and responding to data. Mandatory sessions will also be offered to staff on updated state and federal laws including Title 9, and Special Education, IXL, TEAMS, trauma informed practices and de-escalation, Leader In Me portfolio and student data tracking, and T-TESS and SLO goal creation. In response to interest expressed by teachers on the survey, optional sessions will be offered in grant writing, Canva and AI, student goal setting and data tracking. Digital resources for Texas Middle School staff encourages and welcomes parent involvement and participation in creating a quality learning environment for all students. Parent involvement is a key component to ensure that the learning gap is bridged and every child is given the opportunity to be part of a successful school experience.

We want parents to feel secure that the faculty of TMS has high expectations for student learning and achievement. Community members serve on the Campus Quality Improvement Council (CQIC) and provide valuable advice along with offering to serve as speakers, mentors, or volunteers at the campus. Partners in Education (PIE) and Volunteers in Public Schools (VIPS) provide valuable resources, energy, support and assistance to the campus. In addition, individuals donate items to the school, such as books for the library. Various scheduled opportunities are provided throughout the year for parents to visit and interact with school staff. These include events such as individual conferences, sports, concerts, talent shows, orientations, showcases, course selection meetings, and parenting workshops.

Consistently providing campus information to parents is an ongoing need. Including parents as valuable members of the educational experience affords a more solid foundation from which students can grow. Texas Middle School is committed to continually finding ways to improve the interchange of positive communication between school and home. One example is by providing current information through the TMS website along with individual staff, teaming, or grade level newsletters. T.M.S. also has a very strong social media presence, with approved postings managed by a teacher/administrator team, always recognizing accomplishments of both staff and students. These communication methods provide current information to both students and parents. The ultimate goal of education is to prepare students to be productive members of their community. Therefore, the community's involvement with the school is critical for planning and implementing the best possible education for students. The wealth of community resources, expertise and experiences are a valued asset at Texas Middle School. The need for continued community involvement and support is crucial. The ACE program is an after school accelerated instruction and enrichment forum targeting approximately 200 students per year with the intention to provide students with real world exposure and experiences. Speakers, mentors, and field trips provided by community members and businesses will enrich the ACE after school program experience.

Demographics Strengths

Student exposure to a large diverse population is viewed as a strength at Texas Middle School. In every demographic group, students are able to discover interests, build relationships, and get a real world perspective from all walks of life. Because of the diverse population, students are able to find others with similar interests, personalities, and beliefs.

The staff's level of teaching experience in conjunction with the TISD professional development provides a stronger knowledge base of best practices. This experience leads to a peer coaching and mentoring environment for beginning teachers that supports our campus and district vision. Teachers receive multiple opportunities to participate in district and campus professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Domain 3- Closing the Gap is an area of concern for TMS.

Root Cause: Did not meet the targets in "Meets" or "Masters".

Problem Statement 2: High mobility in the low socioeconomic student population.

Root Cause: Poverty

Student Learning

Student Learning Summary

Texarkana ISD has set a North Star Goal, declaring that before the 2026-2027 school year, at least 75% of TISD students will attend an A or B rated school and there will not be any campus with a D or F rating. .

Students at Texas Middle School are tested in Reading and Mathematics in grades 6, 7, and 8. *Additionally, Science and Social Studies in tested in grade 8. Students in either grade 7 or 8 enrolled in Algebra I do take the Algebra I End Of Course test, and not Math 7 or Math 8.*

2025 TEXAS MIDDLE SCHOOL STAAR/EOC PERFORMANCE						
Percent of Test	All Students	African American	Hispanic	White	EL	Special Ed
Reading						
Approaches	60%	47%	57%	82%	51%	19%
Meets	35%	19%	29%	62%	24%	6%
Masters	15%	6%	9%	34%	8%	1%
Math						
Approaches	52%	36%	52%	77%	48%	18%
Meets	26%	14%	21%	49%	18%	7%
Masters	8%	2%	4%	19%	4%	0%
Algebra I						
Approaches	92%	82%	81%	97%	92%	
Meets	51%	39%	31%	58%	46%	
Masters	24%	11%	19%	31%	31%	
Science						
Approaches	55%	36%	52%	86%	43%	56%
Meets	30%	16%	21%	57%	18%	33%
Masters	9%	3%	6%	19%	6%	11%
Social Studies						

2025 TEXAS MIDDLE SCHOOL STAAR/EOC PERFORMANCE						
Approaches	33%	17%	29%	60%	24%	10%
Meets	14%	7%	9%	30%	9%	5%
Masters	7%	2%	4%	17%	6%	2%

Students that did not meet the passing standard on their STAAR assessments are identified and placed into an Accelerated Instruction setting that provides additional instruction. In order to support instruction, IXL will be utilized to track progress and provide an instructional focus. IXL assesses students and provides a reading Lexile or grade equivalent math level. This information can be further broken down into specific learning objectives.

Students at Texas Middle are issued a district chromebook for use both at campus and at home. Teachers communicate with students via Google Classroom.

Student Learning Strengths

Areas of Excellence include:

- 92% of Seventh and Eighth grade students passed the Algebra EOC
- TMS excels in the Space Station Experiment Program.
- TMS excels at the regional National History Day program. 24 of our students were placed at regionals and traveled to Austin to compete in the state National History Day program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For three consecutive years, we have missed 4 indicators in Domain 3: Closing the Gap (All Students, African American, Economically Disadvantaged, Hispanic, and Special Education).

Root Cause: The lack of a systematic approach to identify, target specific student needs, and track growth.

Problem Statement 2: The need to improve overall student achievement in both RLA and Math.

Root Cause: Systematically tracking student improvement data.

School Processes & Programs

School Processes & Programs Summary

Texas Middle School has a collective commitment to ensure high levels of learning for all students, empowering staff and students through Leadership, Culture, and Academics to be life ready. As a Leader in Me campus, T.M.S. supports its professional learning by continuously asking these four critical questions to drive the activities, practices, and processes: (1) What is it we want our students to know and be able to do? (2) How will we know if each student has learned it? (3) How will we respond when some students do not learn it? (4) How will we extend the learning of the students who have learned it?

At Texas Middle School, the teachers use the Texas Essential Knowledge and Skills as set forth by the Texas Education Agency and the state of Texas. Each reading, math, science, and social studies teacher meets four days a week with their content / department colleagues to ensure alignment and rigor in the classroom lessons. Each department meets monthly after school to review assessment data and vertically discuss student strengths and weaknesses with the curriculum. Through classroom walks, walkthroughs, and evaluations, all teachers are monitored and assessed for curriculum implementation. We believe that the school organization can greatly impact the quality of instruction. Core content teachers have time planned into their schedule to meet in Professional Learning Committees (PLCs). During this time, grade level departments collaborate and create lessons that create cohesive instructional lessons to encourage high levels of thinking and foster student engagement

District-designed training focuses on equipping teachers with the necessary tools to implement the research-based instructional strategies in the classroom. Teachers use a variety of pre-assessment strategies, such as skill checks, concept maps, drawings, and others. Student responses will be analyzed, and then the teacher will address any misconceptions through instruction. *Throughout unit instruction, students participate in teacher-developed common formative assessments (CFAs) based on identified essential standards for that subject area.* At the completion of each unit or module, teachers administer an assessment. Vertical Meetings utilize the data from each assessment to disaggregate, distribute to teachers and administrators, and use to identify students who may require remediation. As a part of the instructional planning process, teachers use the data to restructure instructional plans to meet the needs of all students.

At TMS, we believe that all students can learn, recognizing that some students may need more time or more support to demonstrate their learning. We emphasize the idea of a growth mindset for our students and staff members. Students and staff understand the importance of striving for growth, and then succeeding at a higher level. We emphasize any amount of growth as progress. In order to support all students, we have a variety of classes that meet their educational needs. We offer accelerated math classes that challenge our high-achieving students to accomplish educational tasks at a higher level. For

example, students take their high school Algebra EOC during their seventh-grade year. Also, we provide the grant-funded Texas Afterschool Centers on Education (ACE) for the provision of enrichment and interventions to students who were unsuccessful on their state assessments. Learning Lab (previously Night Library) is also provided, staffed by teachers for after hours duties, to allow students to access tutoring, make-up work, and some testing opportunities.

Texas Middle School understands the importance of embracing the technological advances of the 21st century. We believe in the power of technology to enhance learning and engage students. This campus is home to students born as digital natives and adults that have grown as digital immigrants. By supporting the growth of technology, TMS has become one of the district's forerunners in technological advances. With a fully wireless environment, our students are provided with technology that enables them to experience a wide range of devices including the district-provided Chrome books. Through these devices, teachers provide an instructional platform through Google Classroom to increase engagement and communication among students, staff, and parents.

Staff members at Texas Middle School have embraced technology integration and continually strive to learn more and better ways to incorporate technology through professional development opportunities. Administration and staff are committed to providing students with a learning environment focused on 21st-century skills. In order to provide the most effective learning environment, all staff members will be trained on the Google platform in order to improve instructional effectiveness and campus communication. *In fact, TMS is participating with the School Action Fund grant to pursue Blended Learning to enhance the learning experience of students and allows them to use technology in a manner which beneficial to them and their learning.*

TMS realizes that students do need opportunities to generalize learning, often across content and courses, to recognize the value of their learning. Therefore, the campus seeks unique and innovative ways to tie in concepts to make learning more engaging, tactile, hands-on, visual, and memorable! These innovative methods include science labs with real specimens and materials for experimentation; robotics and drones models and competitions; fine arts and performing arts supplies and materials; technology applications for coding, graphics, video/audio, and basic skills; and finally the use of supplemental computer programs to allow students a fun way to obtain instructional support for core content. Because of the need to have these supplemental activities above the core curriculum and typical classroom materials, TMS will maximize the use of Title 1 funds to the extent appropriate to secure these extra resources for our student population. It is expected that these supplemental resources will inspire students to perform and solidify their learning in the core content areas, thus improving student performance on local and state assessments, both formative and summative in nature.

In the summer of 2025, a classroom management plan was revised (from the plan implemented in 2023) and shared with all instructional staff members at TMS. That management plan is aligned with the Positive Behavioral Interventions and Supports (PBIS) systems and will continue to be the model for all classrooms. We understand the importance of a strong classroom management plan and how it can impact the classroom environment. As a striving

Lighthouse Campus with a growing Leader in Me culture, our campus focuses on the 7 Habits of a Leader, aligned with these three main overtones: Safe, Respectful, and Responsible. By creating a standardized plan, or a Behavior Expectations Matrix detailing the essential standards of behavior campus wide, students will know expectations before entering all classrooms. The campus Lighthouse Team has led a goal-setting endeavor with teachers and has established the need to support this school-wide measurable goal as the TMS Wildly Important Goals: 100% of TMS Leaders will meet or exceed thier individual IXL growth goals by May 2026 and To increase the number of positive student and staff recognitions by using a system of Tiger Bucks and positive / fun reinforcers. The intent is to increase student growth; increase the climate of positivity; increase the likelihood of teacher retention and to reduce teacher loss; and to reduce the number of discipline incidents. In addition to standardizing campus behavior essentials, our campus is equipped with safety devices to ensure our campus is protected from unsupervised guests: fencing, gates, access control doors, silent panic alert systems, locked classroom doors, metal detectors, and call phones at main doors.

School Processes & Programs Strengths

Curriculum is vertically and horizontally articulated and aligned so that teaching and learning expectations are clear for each grade level and subject area. Performance assessments that engage students in authentic work and solve complex, real-world problems.

The unit and module assessments are closely aligned with the written and taught curriculum.

Student progress is tracked and shared during CTMs (collaborative team meetings), vertical, and leadership meetings.

A strength at Texas Middle School is our administrative staff who serve as instructional leaders and our instructional coaches. They provide instructional support to ensure achievement for both the teacher and student.

The grade level and CTM time provide structured time for teachers to plan and ensure alignment in all classes.

Teachers are part of a district wide Chromebook cohort that provides more technology to enhance instruction.

TMS has concise diagnostic assessments for BOY, MOY, and Progress Monitoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The need to implement expectations of a professional learning community with fidelity, both in core content and in elective courses.

Root Cause: Emerging practices are evident, yet hindered with many new teachers over the last two school years.

Problem Statement 2 (Prioritized): The need to positively address student behaviors and to consistently implement high-standards of behavior expectations.

Root Cause: The lack of a clear school-wide system of behavior expectations and positive behavior reinforcements.

Problem Statement 3: The need to improve overall student achievement in both RLA and Math.

Root Cause: Systematically tracking student improvement data.

Perceptions

Perceptions Summary

The Climate and Culture Staff Survey indicates that our teachers believe TMS is a safe, inviting place to learn that sets high academic standards for all students. Teachers believe all students have equal opportunities to participate in classroom discussions, take rigorous courses, participate in extracurricular activities, and have opportunities to make a difference by helping others. Teachers believe that TMS promotes trust and collegiality among staff provides resources, materials, and training to do their job effectively.

Texas Middle School creates a trusting environment among each other. Teachers are respected and treated as professionals by both parents and leadership. The school sets a clear sense of direction and all teachers support the mission to promote academic success. Through professional development, teachers learn to care for and empower students. They have the opportunity for professional growth which builds a strong knowledge base in their content area.

Teachers feel the instructional leadership team values and protects the instructional planning time. Through clear communication, the instructional leadership encourages the use of different instructional strategies to help support achievement in academic goals. The instructional leadership provides frequent feedback regarding classroom performance and interpreting test results.

Texas Middle is a very safe campus with multiple safety measures. These include a door security system that controls access to all parts of the main building. Also, there have been many cameras installed in strategic locations throughout all buildings and various outdoor locations. There is a continued effort to update and replace all cameras throughout the campus.

Perceptions Strengths

Perceptions Summary

The Climate and Culture Staff Survey indicates that our staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

Our students reported having a high trust relationship with at least one teacher they feel comfortable with and connect with. Students further believe that they are cared about and understood by the people in their school. Students are confident in their ability to set and achieve their goals, and feel like their teachers offer the support and encouragement needed for them to learn. Students effectively work together to achieve a common goal across academic and community settings.

Perceptions Strengths

Regarding Academics: Students work together effectively to achieve a common goal across academic and community settings. Students also report being confident in their ability to envision and achieve a desired future, believing that they will lead a meaningful life.

Students feel empowered by teachers to play a more proactive role as they apply their knowledge and skills to accelerate a deeper learning. TMS creates

annual goals for students. Teachers play a meaningful role in creating and everyone is involved in achieving. Progress towards school wide goals is regularly tracked, reflected on, and used to make decisions.

Regarding culture: This survey showed a supportive student environment. Students believe they are cared about and understood by the teachers, staff and students around them. Students are able to engage in high trust relationships with teachers.

Perceptions Weaknesses:

Regarding Academics: The survey indicated TMS needs growth in the following areas:

- Academic self-efficacy - Students report the need to increase their ability to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.
- Student goal support - Teachers report a decrease in ability to support their students in learning and applying the behaviors linked to effective academic goal

Regarding Culture: According to the survey, TMS needs improvement in providing a supporting environment for teachers.

- The survey indicated there has been a decrease in staff members who find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, connect their passions, and to grow professionally. Regarding school discipline with Gen ED students:

- The reported number of incidents of disrespectful behavior in the 22-23 school year increased in 23-24 by 7%.
- The reported number of incidents of fighting in the 22-23 school year increased in 23-24 by 2%.
- The reported number of incidents of use or possession of a controlled substance in 22-23 school year increased in 23-24 by 50%.

Priority Problem Statements

Problem Statement 1: The need to implement expectations of a professional learning community with fidelity, both in core content and in elective courses.

Root Cause 1: Emerging practices are evident, yet hindered with many new teachers over the last two school years.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: The need to positively address student behaviors and to consistently implement high-standards of behavior expectations.

Root Cause 3: The lack of a clear school-wide system of behavior expectations and positive behavior reinforcements.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Domain 3- Closing the Gap is an area of concern for TMS.

Root Cause 4: Did not meet the targets in "Meets" or "Masters".

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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: By May 2026, Texas Middle School will achieve a letter grade of C in Domain 1- Academic Achievement, by meeting our component score goal of 40 (64% approaches, 37% meets, and 18% masters) on STAAR.

High Priority

Evaluation Data Sources: STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet at least three times per week as a content/grade level team to support each other in the implementation of essential curriculum, design formative assessments to target instruction, use data to improve instruction, and identify students for weekly interventions.</p> <p>Strategy's Expected Result/Impact: We will decrease student learning gaps, raise STAAR scores, show growth.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement the IXL intervention program with all students, and HQIM with 6th -8th grade students, to increase learning and raise STAAR scores. Teachers will support each other in the implementation process by meeting three times weekly.</p> <p>Strategy's Expected Result/Impact: We will increase the ability of students and teachers to monitor their progress throughout the year, thereby allowing teachers to respond with changes to instruction and offer intervention.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive training throughout the year on utilizing IXL and HQIM (High Quality Instructional Materials) to provide interventions using actionable and differentiated feedback in the classroom.</p> <p>Strategy's Expected Result/Impact: Improvement in targeted quality instruction and intervention leading to higher student achievement, growth and closing learning gaps.</p> <p>Staff Responsible for Monitoring: RTI Specialist and Grade Level Admin.</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By May 2026, TMS will make improvements in Domain 2-Student Growth, by setting a goal of 81% of students making growth in Math and Reading.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet at least 3x per week as a content/grade level team to support each other in the implementation of essential curriculum, design formative assessments to target instruction, use data to improve instruction, and select students for weekly interventions.</p> <p>Strategy's Expected Result/Impact: Frequent collaboration will allow for timely and targeted intervention leading to higher student achievement, growth and closing learning gaps.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, ,</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement cooperative learning structures to increase student engagement.</p> <p>Strategy's Expected Result/Impact: Increase student engagement with quality instruction in using cooperative learning structures at least once per week.</p> <p>Staff Responsible for Monitoring: Ocie Hanes</p> <p>Funding Sources: - 211 - Title I, Part A, , , - 199 - General Fund, - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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 3: By May 2026, TMS will meet the following targets to earn an overall score of "2" for Domain 3- Closing the Gaps, academic growth in RLA: All Students 56%, High Focus 51%, African American 50%, Hispanic 50%.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will frequently monitor and track students' progress using IXL in all four core content areas.</p> <p>Strategy's Expected Result/Impact: Frequent monitoring will allow for timely and targeted intervention leading to higher student achievement, growth and closing learning gaps.</p> <p>Staff Responsible for Monitoring: Romegan Ford</p> <p>Funding Sources: Activity and lab supplies - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will set goals and frequently monitor their progress in all core classes using data from IXL, CFAs and unit assessments, and their Leader in Me portfolios.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of their progress in academic area, know their areas of strength and areas they need to grow.</p> <p>Staff Responsible for Monitoring: Romegan Ford</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet three times weekly to support each other in the implementation of essential curriculum; design formative assessments to target instruction; use data to improve instruction; and select students for weekly interventions.</p> <p>Strategy's Expected Result/Impact: Frequent collaboration will allow for timely and targeted intervention leading to higher student achievement, growth and closing learning gaps.</p> <p>Staff Responsible for Monitoring: Romegan Ford</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 4 Teachers will use spiral review strategies that incorporate all essential TEKS covered in previous units (bell ringers, exit tickets and reviews).</p> <p>Strategy's Expected Result/Impact: Student retention of content knowledge will increase.</p> <p>Staff Responsible for Monitoring: Romegan Ford</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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 4: By May 2026, TMS will meet the following targets to earn an overall score of "2" for Domain 3- Closing the Gaps, student growth in Math: all students 57%, high focus 55%, African American 52%, Hispanic 58%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor and track students' progress using IXL. Strategy's Expected Result/Impact: Timely and targeted intervention will lead to higher student achievement, growth and closing learning gaps. Staff Responsible for Monitoring: RTI Specialist and Grade Level Admin.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will set goals and frequently monitor their progress in all core classes using data from IXL, CFAs and unit assessments, in their Leader in Me portfolios. Strategy's Expected Result/Impact: Students will take ownership of their progress in academic area, know their areas of strength, and areas they need to grow. Staff Responsible for Monitoring: Krystal Willis</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet three times weekly to support each other in the implementation of essential curriculum, design formative assessments to target instruction, use data to improve instruction, and select students for weekly interventions. Strategy's Expected Result/Impact: Curriculum and assessments will be aligned across the grade level and vertically across multiple grade levels to ensure uniformity and accuracy in data. Staff Responsible for Monitoring: Grade Level Admin</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use spiral review strategies that incorporate all essential TEKS covered in previous units (bell ringers, exit tickets and reviews). Strategy's Expected Result/Impact: Student retention of content knowledge will increase. Staff Responsible for Monitoring: Grade Level Admin and Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: By June 2026, Texas Middle School will decrease the number of days students spend out of placement due to disciplinary action by 10%.

High Priority

Evaluation Data Sources: Office Referrals
End of Year Discipline Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Assigned administrators and counselors will monitor and mentor an identified cohort of students, focusing on proactive and preventative strategies to reduce incidences of misbehavior.</p> <p>Strategy's Expected Result/Impact: Improved student behavior and exposure to Tier 1 academic instruction.</p> <p>Staff Responsible for Monitoring: Campus Behavior Coordinator and Grade level Admin</p> <p>ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Funding Sources: Positive reinforcers for CICO - 199 - General Fund - \$500, - 199 - General Fund</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Add additional behavior specialists to intervene with and support the social emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Improved student behavior and decreased time missing Tier 1 instruction by proactively intervening on behavior.</p> <p>Staff Responsible for Monitoring: Linda Pratt</p> <p>Results Driven Accountability</p> <p>Funding Sources: special education CCEIS funds - 199 - General Fund, Title IV funds and ESSER funding - 211 - Title I, Part A</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use a school wide positive behavior system consisting of signage and Tiger Bucks to incentivize positive behavior among students to reduce discipline across the campus.</p> <p>Strategy's Expected Result/Impact: Build excitement around being Safe, Responsible, and Respectful and reduce discipline incidents.</p> <p>Staff Responsible for Monitoring: LIM Coordinator, PBIS Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Funding Sources: SWPBIS signage; assembly for LiM and PBIS goals; incentives for students - 211 - Title I, Part A - \$6,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 2: All teachers and students will participate in Leader in Me to instill ownership in learning and set personal and academic goals.





Evaluation Data Sources: Lesson Plans, Classroom LIM bulletin board, student work in classroom and hallways, Classroom Observations/Visits

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of the students will participate in Leader in Me activities during Monday WIN time. Students will use their LIM Leadership portfolio to track progress.</p> <p>Strategy's Expected Result/Impact: Develop student leaders at the middle school level to become a Lighthouse Campus.</p> <p>Staff Responsible for Monitoring: LIM Coordinator</p> <p>Funding Sources: - 199 - General Fund, Leader in Me Mondays - 211 - Title I, Part A - \$1,000, - 199-PIC 21 - State Gifted & Talented</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students in Student Lighthouse elective classes will complete leadership projects or activities to strengthen their skills in the 7 Habits.</p> <p>Strategy's Expected Result/Impact: Develop student leaders at the middle school level and become a Lighthouse Campus.</p> <p>Staff Responsible for Monitoring: LIM Coordinator</p> <p>Funding Sources: Activities to promote Leadership and Lighthouse Team actions - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<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 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 3: By June 2026, TISD Blended Learning Model at Texas Middle School will be fully implemented in all RLA and Math classes to transform teaching and learning as evidenced by meeting the Success Criteria for all gates.

Evaluation Data Sources: Implementation of HQIMs
 Implementation of station rotations
 Classroom Observations
 TTESS Alternate Domain 1





Strategy 1 Details	Reviews			
<p>Strategy 1: All math and RLA teachers will have station rotations at least once a week.</p> <p>Strategy's Expected Result/Impact: Through increased student engagement and strategically addressing students' individual deficits, there will be an increase in CFA scores and STAAR scores.</p> <p>Staff Responsible for Monitoring: Blended Learning Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Fully implement HQIMs in 6-8 grade math (Bluebonnet) and 6-8 RLA (StudySync) including content, activities, and assessments.</p> <p>Strategy's Expected Result/Impact: All students will be exposed to the same consistent rigorous curriculum and progress monitoring regardless of teacher.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 4: Identified students will participate in Interventions to address immediate learning needs, both academic and behaviorally.

High Priority

Evaluation Data Sources: Department Minutes identifying students.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Tier 3 intervention for students who failed STAAR the previous school year and are in need of additional hours per HB 1416.</p> <p>Strategy's Expected Result/Impact: Tier 3 instruction will be provided through an additional class period (in place of an elective) for prescribed and intense instruction that will facilitate growth in deficient areas.</p> <p>Staff Responsible for Monitoring: Campus Principal and RTI Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: We will improve student performance by ensuring targeted professional development based on staff needs.

Evaluation Data Sources: Assessment data, STAAR, professional development schedules, staff professional development surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: We will survey teachers throughout the year to ascertain their professional development needs. We will provide ongoing, targeted professional development training throughout the year based on their professional goals and needs.</p> <p>Strategy's Expected Result/Impact: We will increase efficacy of classroom instruction, resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Funding Sources: incentives for students specific to the supplemental Tiger Bucks assemblies - 199 - General Fund, incentives for students specific to the supplemental Tiger Bucks assemblies - 211 - Title I, Part A - \$1,985</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed staff relationship building activities throughout the school year to encourage a positive school culture.</p> <p>Strategy's Expected Result/Impact: Develop a positive school climate within the staff that will ultimately impact staff and student relationships.</p> <p>Staff Responsible for Monitoring: Erica Dixon and Krystal Willis</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Door prizes for staff engagement activities - 199 - General Fund - \$2,000</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: New and returning staff members will undergo training on the utilization of students' Leader in Me portfolios and student data trackers. This training aims to facilitate the tracking of goals and data, as well as to promote the development of leadership skills.</p> <p>Strategy's Expected Result/Impact: Improve teacher effectiveness in developing student leaders and promoting a strong culture of staff and student success.</p> <p>Staff Responsible for Monitoring: Erica Dixon and Krystal Willis</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By May 2026, we will have all RLA teachers, who are certified in Texas, trained and certified in ESL.</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped with teaching strategies to increase Emergent Bilingual student achievement.</p> <p>Staff Responsible for Monitoring: Linda Pratt and Mindy Basurto-Ruiz</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All teachers who are new to the district or have zero years of experience will be assigned a mentor teacher.</p> <p>Strategy's Expected Result/Impact: Having a mentor will ideally decrease stress and increase skills and effectiveness of new teachers, thereby raising retention rates.</p> <p>Staff Responsible for Monitoring: Franshicka Banks-Brown</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: By May 2026, Texas Middle School will continue to foster a positive and trusting school-community relationship by increasing parental involvement and communication.

Evaluation Data Sources: Sign-in sheets, monthly Parent Involvement reports, 6th-Grade Orientation, Schedule Pick-Up, Parent/Teacher Conferences, Day-Time meetings with campus administration, parental newsletters/communication, parent learning walks participation, and End of the Year Showcase.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize social media to share information to parents and the community. We will create a campus newsletter to be linked on social media accounts and emailed to stakeholders bi-weekly.</p> <p>Strategy's Expected Result/Impact: Improved parent communication on school events and academics.</p> <p>Staff Responsible for Monitoring: Ocie Hanes</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Smore Premium Account - 211 - Title I, Part A - \$300</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will create additional opportunities for stakeholder involvement such as parent nights and programs for targeted needs of parents and the community.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and input on campus, resulting in more positive perceptions.</p> <p>Staff Responsible for Monitoring: Ocie Hanes</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent and Family Engagement meetings and light snacks to encourage attendance. - 211 - Title I, Part A - \$500</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will offer opportunities for parents and guardians to participate in campus learning walks and visit classrooms at least twice per year.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and awareness, build stronger parental and staff relationships, and result in more positive perceptions of the campus.</p> <p>Staff Responsible for Monitoring: Ocie Hanes</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Snacks, Paper copies - 211 - Title I, Part A - \$500</p>	Formative			Summative
	Dec	Feb	Apr	June
<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>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
2	1	1	Positive reinforcers for CICO		\$500.00
2	1	1			\$0.00
2	1	2	special education CCEIS funds		\$0.00
2	2	1			\$0.00
3	1	1	incentives for students specific to the supplemental Tiger Bucks assemblies		\$0.00
3	1	2	Door prizes for staff engagement activities		\$2,000.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$143,000.00
+/- Difference					\$140,500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1	Activity and lab supplies		\$1,000.00
1	3	2			\$0.00
2	1	2	Title IV funds and ESSER funding		\$0.00
2	1	3	SWPBIS signage; assembly for LiM and PBIS goals; incentives for students		\$6,000.00
2	2	1	Leader in Me Mondays		\$1,000.00
2	2	2	Activities to promote Leadership and Lighthouse Team actions		\$1,000.00
3	1	1	incentives for students specific to the supplemental Tiger Bucks assemblies		\$1,985.00
4	1	1	Smore Premium Account		\$300.00
4	1	2	Parent and Family Engagement meetings and light snacks to encourage attendance.		\$500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Snacks, Paper copies		\$500.00
Sub-Total					\$12,285.00
Budgeted Fund Source Amount					\$26,000.00
+/- Difference					\$13,715.00
Grand Total Budgeted					\$169,000.00
Grand Total Spent					\$14,785.00
+/- Difference					\$154,215.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
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)	Jamie Renner Sherry Nelson	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)	Elodia Witterstaetter	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)	Julius Anderson Lakesha Taylor	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)	Christy Tidwell	The school will follow Board Policies: BQ, BQA, and BQB.
5. Dropout Prevention	TEC 11.252	Ben Renner	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)	Mindy Gennings	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)	Elodia Witterstaetter Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 		Jami Renner Sherry Nelson	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)	Ben Renner	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<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	Kay Stickels	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)	Jami Renner Sherry Nelson	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 	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)	Jami Renner Sherry Nelson	The school will follow Board Policy FFB and FNF.

<ul style="list-style-type: none"> • 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 	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	Jami Renner Sherry Nelson	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<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 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Mindy Gennings	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001	Christy Tidwell	
<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. 	Education code 38.0041	Jami Renner Sherry Nelson	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</p> <p>19 TAC 5.5, 61.1201</p>	<p>Ben Renner</p>	<p>Board Policy BQ (LEGAL), EIC (LEGAL)</p>
<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 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. 	<p>Education Code 33.005</p>	<p>Jami Renner</p> <p>Sherry Nelson</p>	<p>Board Policy BQ (H), FFEA(H)</p>