

# **Texarkana Independent School District**

## **Waggoner Creek Elementary**

### **2025-2026 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Students

Waggoner Creek Elementary School opened for enrollment during the 2016-2017 school year. During its opening, the campus served approximately 270 students. Over the past eight years, enrollment at Waggoner Creek has increased slightly. Today, Waggoner Creek Elementary currently serves 347 students in grades Kindergarten through Fifth Grade. Capacity is set for 396 students, so there is still room for growth on campus.

A strength of TISD and Waggoner Creek is the diversity among our students. Our largest population of students include: 19.6% African American students, 7% Two or More Races, and 60% White. Approximately 11% of the student population receives Special Education Services through the Collaborative and Resource Settings. On average, 5-10% of the student population receives Speech Therapy and/or other Related Services, 14% of students receive 504 Services, approximately 10% of the population receive Gifted and Talented services, and Waggoner Creek serves less than 2% of students in the Emergent Bilingual Program. In total, 38.62% of the student population is Economically Disadvantaged, and approximately 80% of the student population is comprised of transfer students.

In order to serve our diverse population of students, we employ classroom teachers, activity teachers, one dyslexia teacher, two administrators, one counselor, one math/reading interventionist, special education collaborative teacher, one part-time reading interventionist, one 504 coordinator, two paraprofessionals, one school nurse, custodial staff members, and child nutrition staff members. Staff demographics have remained consistent over the past several years. Student to teacher ratio is approximately 21:1 per grade level.

#### Staff Quality, Recruitment, and Retention

Waggoner Creek Elementary staff members are dedicated to professional growth and development. Staff members work collaboratively with one another and other teachers across the district to develop differentiated instructional methods. Multiple staff members hold Masters Degrees, are completing or have completed the Science of Teaching Reading, and the school counselor is a National Certified Counselor who is also a Licensed Professional Counselor.

Waggoner Creek Elementary Professional Development Meetings are scheduled after on Wednesdays. During these meetings, the

Lighthouse Team meets to review campus needs in regard to Leader in Me. There will be training offering for teachers new to Leader in Me once per six weeks. The Guiding Coalition has set dates of meetings throughout the year to review campus needs related to learning and behavior. Teachers meet weekly to review and create lesson plans, build common formative assessments, and review current data. The Leader in Me Action Teams meet once a month to review action items, revise, and plan next steps as related to needs based on the MRA data. The Lighthouse Team meets at least once monthly to review school progress on schoolwide WIG, progress on yearly action plan, and review current and future needs.

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

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

## **Parents and Community**

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

Parents of Waggoner Creek Elementary students and community members play active roles on almost a daily basis on campus. Considering 80% of our students are transfer students, it is evident our parents are dedicated to finding a compatible school that will meet their children's needs, and they make the choice to transport their children to Waggoner Creek. Hundreds of parents and community members attend campus events. Waggoner Creek Elementary hosts academic and interactive programs at the school such as Music Programs, Fall Festival, First Grade Parent Workshop, Kindergarten Camp, Kindergarten Graduation, and other activities, and attendance always exceeds expectations. Parents and community members serve as guest speakers in the classroom discussing their careers and life experiences. With the integration of place based education in 2024-2025, the community and families will play a more active role in the education of our students.

## **Demographics Strengths**

We serve a diverse makeup of students, and this diversity has remained consistent since the opening of the school.

Staff members take lead roles in leading campus decisions in regard to student learning and serve as role models as leaders across campus. The Lighthouse Team and Action Teams consistently review data, use results from MRA, and seek parent and student input to make decisions.

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

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

**Problem Statement 1 (Prioritized):** 23% of disciplinary action resulted in ISS placement.

**Root Cause:** This is a continued focus area from 2024-2025. The guiding coalition created our campus-wide behavior matrix to increase consistent expectations across campus. Received Behavior Support Specialist second semester. Schoolwide goals/weekly meetings will be used to track data and make changes as needed based on current student/teacher needs.

**Problem Statement 2 (Prioritized):** Attendance Rate for the 2024-2025 school year was 95.6%, falling short below our goal of 97%.

**Root Cause:** Attendance was a focus for the 2024-2025 school year, and there was an increase from 94.25% to 95.6%. As a campus, we are still working toward the yearly attendance rate of 97%. We will be on the same calendar as the district after 3 years of being on an alternate calendar. In addition, we will continue tracking and providing incentives.

# Student Learning

## Student Learning Summary

At Waggoner Creek Elementary School, we are dedicated to growing each child academically and socially. Our diverse staff is able to monitor and adjust as students work towards achieving all essential learning at each grade level. Part of what makes this possible is our campus collaboration with teacher teams. We implement a WIN (what I need) time two times per day and during this time, teachers are able to group students into different sections based on the skill that was just assessed. The teachers use a proficiency scale to determine what level of understanding a student has on each essential learning target. At Waggoner Creek, we also have two interventionists who are able to help close learning gaps for several of our students. One is a part time Kindergarten-2nd reading interventionist while the other is full time and serves our 3rd-5th students in reading and math. On top of this, instructional aide schedules have been created to align with WIN times so that our students who are at the top of the proficiency scale are being enriched with higher grade level materials.

During the past year, student growth was measured during the year using multiple data pieces, including Star Renaissance, district six week assessments, TPRI, and district math assessments. After reviewing our 2024 STAAR results, we were very pleased to see that our academic growth increased from a scale score of 58 in 2023 to 81 in 2024. We always have a goal that 100 percent of students will show growth in reading and math. During the 2023-2024 school year, 84% of students showed growth in reading and 95% of students showed growth in math. Our TPRI results indicate that 90% of our 1st and 2nd grade students are at Meets or higher and 75% of the students are at Masters.

In order to achieve growth among our students, teachers use the district essential standards to teach and assess. Each essential standard is broken into learning targets and CFAs (Common Formative Assessment) are used to determine standard mastery. Benchmark data as well as grading period assessment data are normally harder for our students indicating that we need our CFAs to be more rigorous to align with the state expectations. This is something that we are working on perfecting during our Collaborative Team Meetings (CTMs). Essential deep dives are also used to help teachers plan lessons that align to standard expectations.

During the 2024-2025 school year, we will continue to focus on student growth and achievement through our collaborative teams, data disaggregation, increasing rigor, and formative assessments. We will also take a deeper dive into our subgroups on each assessment.

In grades kindergarten and first, there is substantial growth among all students in the areas of reading and math. Our 3rd grade students indicated a slight decline in reading and math from beginning of year to end of year. In grades 2 and above, there is not as much growth as expected among all students. For our African American and students of 2 or more races, there is a lack of progress in reading in grades 3, 4, and 5. Students set learning goals with lead measures and track progress in their leadership portfolios. This is a process that will continue to be implemented and improved in 2024-2025.

## Student Learning Strengths

Strengths:

84% of students showed growth in reading and 95% of students showed growth in math

Our TPRI results indicate that 90% of our 1st and 2nd grade students are at Meets or higher and 75% of the students are at Masters.

Increase in academic growth from an F to a B

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR Math scores have declined over the past 3 years

**Root Cause:** Campus math teachers have not received adequate training in math conceptual vs. procedural instruction. The math block has not been a focus area for the past several years due to the push for reading/phonics instruction. This year, we will be working closely with the support and collaboration of Instructional Services to address these concerns through focused campus PD.

**Problem Statement 2 (Prioritized):** Despite the critical role common formative assessments (CFAs) play in guiding instruction and improving student learning, many are not developed to reflect the appropriate Depth of Knowledge (DOK) levels. Additionally, there is a lack of variety in question types, which limits students ability to demonstrate their understanding in various ways.

**Root Cause:** Need for P.D. in assessment design, time constraints, lack of shared understanding of Depth on Knowledge levels

## School Processes & Programs

### School Processes & Programs Summary

#### Personnel--Policy and Procedures

##### Recruitment, Hiring, and Placement

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

##### Evaluation, Development, and Advancement of High-Quality Staff

###### *Walkthroughs*

Campus Administration will visit classrooms this year as much as possible. Walkthroughs are a top priority and an important part of the appraisal system. This means administration will be out of the office and in the classrooms.

Walkthroughs are formative in nature and used to improve instruction. Informal walk-throughs will also be utilized to help collect data and progress on campus initiatives including Kagan Cooperative Learning and Leader in Me.

After a walkthrough, the teacher will receive feedback via Edugence for a formal walk-through. For informal walk-throughs, feedback will be sent using Gmail. The feedback is intended to be constructive and positive.

Waggoner Creek adheres to the District Common Instructional Framework. The following categories will be the focus for administration when classroom visits occur:

- Student Engagement
- Instructional Strategies
- Learning Objectives
- Differentiation of Instruction
- Assessment
- Positive Learning Environment

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

- Each staff member will create a professional goal for the school year. The TTESS Appraisers will review the goal and lead measures with the staff members. Progress will be discussed on this goal and during the summative, the teacher will submit any evidence of progress toward reaching the goal.
- Each classroom teacher to be evaluated using TTESS within the TISD policy will be given a range of dates (1-3 days) to choose from for their evaluation lesson.
- Once the classroom teacher has chosen the date for the evaluation lesson, the classroom teacher will plan the lesson utilizing the various tools and strategies provided during professional development.
- The classroom teacher can meet with an Instructional Coach to discuss the lesson plan.
- The classroom teacher will meet with campus administration for the Pre-Conference.
- The classroom teacher will be evaluated by campus administration.
- The classroom teacher will meet with campus administration for the Post-Conference.

## **Professional Practices**

### Professional Development

Professional Development is planned based on a variety of factors at the campus and district levels. Campus Survey results and data based on informal walkthrough is considered when planning professional development for Waggoner Creek Elementary Staff. The three primary focuses for Campus Professional Development are Solution Tree, Kagan Cooperative Learning, and Leader in Me. In the year 2024-2025, Waggoner Creek is implementing Place Based Education in kindergarten and 1st grade. This will also be part of the important learning that will take place.

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

### Leadership Groups and Decision Making

Waggoner Creek Elementary Professional Development Meetings are scheduled after school every Wednesday. During these meetings, teachers review student data, collaborate regarding lesson planning, present new information to other staff members, and monitor campus and individual goal progress. Lighthouse Action Team and Guiding Coalition meet monthly. It is through these action teams that staff take

leadership and plan based on the Leader in Me/PLC frameworks.

The Leadership Action Team will incorporate new tiger training sessions 1 time each six weeks to support new staff.

### Student Achievement Improvement

Solution Tree Teams have been established to prepare intervention by reviewing essential standards and common formative assessments.

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

### **Programs and Opportunities for Students**

#### Curriculum and Instruction

- Waggoner Creek Elementary School staff works diligently in the development of skills in order for students to achieve academic success. By continuing to develop our ability to use all components of the TEKS Resource System, we will see student growth on STAAR and all other achievement measures.
- Waggoner Creek Elementary Teachers have collaborated with our Solution Tree Consultant and are working to identify essential standards for math, reading and fifth grade science.
- In 2024-2025, the master schedule includes a 30 minute Reading WIN time and 30 minute Math WIN time each day. This is so that teachers have adequate time to respond to student needs in either area of extension or intervention.
- Campus-wide, IXL will be used in Reading and Math to track student progress and areas of need. Students will create learning goals and IXL will be used to track.
- The campus is entering year 3 of Leader in Me in 2024-2025 with Core 3 as the focus. We will continue building a strong foundation with our student and adult leadership teams. Action teams will align between student and staff and will work together to accomplish goals. The guiding coalition and academic teams align. In 2023-2024, we incorporated student leadership portfolios, schoolwide wigs, class wigs, and individual tracking of wigs. We also held student-led conferences in the spring for the first time. The big rocks for 2024-2025 include improving our class and individual WIGs, physical environment, and hosting our very first leadership day.

#### Enrichment and Acceleration

In the year 2024-2025, Place Based Education is beginning for kindergarten and first grades. The intent of PBE is to allow students to learn essentials with use of their community resources/individuals. It will allow students to leave school and learn about essentials in an authentic approach or by bringing people into the school. The campus employed a Place Based Education Instructor who will incorporate the method of inquiry and research during technology. The instructor will meet weekly with kindergarten and 1st grade teachers to

help identify essential learning and make plans accordingly for activity time.

Waggoner Creek Elementary was awarded a grant to be implemented during the summer of 2022 and into the school year of 2022-2023. The grant allows students eight additional school days during the school year for Leader in Me activities, Discovery Learning Time, and small group instruction opportunities. The Lighthouse Team has received feedback from the Leader in Me Action Teams in regards to the half-days. Half-days will be utilized to make progress on student leadership portfolios and allow students opportunity to create plans of discovery learning opportunities.

### Significant Enrollment in Special Populations

Waggoner Creek Elementary currently provides Dyslexia services for approximately 31 students which represents 10% of our student population. To serve our growing number of students identified with Dyslexia, multiple staff members have been trained in special Dyslexia programs.

It is worth noting there has been an increase in the number of students who receive Speech Therapy services. We have 1 full-time speech therapist who provides therapy to our identified students.

### **Procedures**

#### Technology

Students will utilize the campus computer lab on an activity rotation schedule. During their time in the computer lab, the computer lab teacher provides high-quality instruction to students, following the technology applications TEKS. Educational software programs including RazKids and Xtra Math will be available to all classroom teachers. Currently, all classrooms are equipped with a laptop, LCD projectors, document cameras, Mimios, and Apple TVs. All Kindergarten through 5th grade students are 1:1 with chromebooks. Kindergarten through 2nd grade have received chromebooks, and a roll-out process for 3rd-5th is being planned for mid to late September.

#### School Conditions for Learning

- The Master Schedule was created and adopted by the campus with District expectations in mind regarding classroom time standards.
- Grade-Level and Vertical Team Meetings are regularly held.
- During the 2023-2024 school year, the master schedule was created to allow 3rd - 5th grade math teachers to meet vertically each day and 3rd - 5th grade reading teachers to meet vertically each day. Since these teachers are singletons in terms of their grade level, the Guiding Coalition requested this change to help vertically align and improve instruction across campus.
- A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

## Equity of Students

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

## Classroom Management

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required.

## **School Processes & Programs Strengths**

One-to-one Chromebooks campus-wide

Full-time Reading and Math Interventionists will provide support for students and teachers.

Campus-wide What I Need Time to provide either intervention or extension based on students grade level needs.

Grade-level and Vertical Teams provide an opportunity for in-depth desegregation and vertical alignment.

Opportunities for students to serve on the Student Lighthouse Team. Opportunities for all students to apply and hold a schoolwide job.

A Counseling Center is accessible to students for guidance, social skills, and therapy stations.

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

**Problem Statement 1 (Prioritized):** Student growth in grades 4-5 on STAAR ELA and Math decreased from 81 in 2024 to 78 in 2025.

**Root Cause:** Tier 1 instruction needs to be fully aligned with the grade level learning target. Common formative assessments are not always created at the level aligned with the grade level expectations of each essential target.

**Problem Statement 2 (Prioritized):** Ensure effective implementation of Place Based Education in order to continue expanding across grade levels until implemented campus-wide.

**Root Cause:** With any new initiative or innovative design, time is needed to identify needs and strengths. PBE Instructor, Kindergarten, 1st, and 2nd grade teachers will work with PBE Coach to continue learning/expanding PBE learning across campus and in our community.

## **Perceptions**

### **Perceptions Summary**

## **Student Engagement**

### Discipline

The Campus Behavior Management Plan provides a Tier approach that is clearly communicated to students and family and allows students opportunities to correct behavior before removal from the classroom is required. Teachers and Administrators proactively work with students to establish relationships and understand each child's needs for support. Staff works to foster appreciation for student differences and encourages alternate paths for behavior correction prior to the need for consequences.

### Conflict Reduction

Waggoner Creek Elementary is a Leader in Me School. This will carry over into behavior management by helping develop each of the 8 habits, classroom mission statements, and giving students voice and opportunity to lead.

The Counseling Center will offer opportunities for students to come together in a proactive way to learn social skills focused on working together and appreciating other's differences and ideas. Students will be given guidance in establishing positive mental health practices.

## **Staff Engagement**

### Mentoring Results

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

## **Family and Community Engagement**

### Participation Measurement

Waggoner Creek Elementary School encourages active community involvement through a variety of methods and activities because we

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

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

Volunteers in Public Schools (VIPS) members hold planning meetings at least once a month during the year. VIPS offers parent nights, fund raising activities, and assistance with various school programs. Events include the Waggoner Creek Fall Festival and community service projects. VIPS financially supported additional playground equipment in the 2023-2024 school year.

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

### **Perceptions Strengths**

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

Waggoner Creek Elementary School offers a variety of opportunities for family members to visit the campus and for students to showcase their learning.

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

**Problem Statement 1 (Prioritized):** Leadership: Student Leadership -> Self Advocacy dropped from 77 to 75. (Overcome barriers, problem solve, find solutions) Academics: Student-Led Practices 76 (teachers empower students to play more proactive role to deepen their learning) Culture: Student Empowerment - 78- (students believe they are provided with schoolwide/classroom opportunities that include them in decision-making)

**Root Cause:** A need for empowering teachers and students to play a proactive role in their every day environment.

# Priority Problem Statements

**Problem Statement 1:** STAAR Math scores have declined over the past 3 years

**Root Cause 1:** Campus math teachers have not received adequate training in math conceptual vs. procedural instruction. The math block has not been a focus area for the past several years due to the push for reading/phonics instruction. This year, we will be working closely with the support and collaboration of Instructional Services to address these concerns through focused campus PD.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Despite the critical role common formative assessments (CFAs) play in guiding instruction and improving student learning, many are not developed to reflect the appropriate Depth of Knowledge (DOK) levels. Additionally, there is a lack of variety in question types, which limits students ability to demonstrate their understanding in various ways.

**Root Cause 2:** Need for P.D. in assessment design, time constraints, lack of shared understanding of Depth on Knowledge levels

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Student growth in grades 4-5 on STAAR ELA and Math decreased from 81 in 2024 to 78 in 2025.

**Root Cause 3:** Tier 1 instruction needs to be fully aligned with the grade level learning target. Common formative assessments are not always created at the level aligned with the grade level expectations of each essential target.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Ensure effective implementation of Place Based Education in order to continue expanding across grade levels until implemented campus-wide.

**Root Cause 4:** With any new initiative or innovative design, time is needed to identify needs and strengths. PBE Instructor, Kindergarten, 1st, and 2nd grade teachers will work with PBE Coach to continue learning/expanding PBE learning across campus and in our community.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** 23% of disciplinary action resulted in ISS placement.

**Root Cause 5:** This is a continued focus area from 2024-2025. The guiding coalition created our campus-wide behavior matrix to increase consistent expectations across campus. Received Behavior Support Specialist second semester. Schoolwide goals/weekly meetings will be used to track data and make changes as needed based on current student/teacher needs.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Attendance Rate for the 2024-2025 school year was 95.6%, falling short below our goal of 97%.

**Root Cause 6:** Attendance was a focus for the 2024-2025 school year, and there was an increase from 94.25% to 95.6%. As a campus, we are still working toward the yearly attendance rate of 97%. We will be on the same calendar as the district after 3 years of being on an alternate calendar. In addition, we will continue tracking and providing incentives.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Leadership: Student Leadership -> Self Advocacy dropped from 77 to 75. (Overcome barriers, problem solve, find solutions) Academics: Student-Led Practices 76 (teachers empower students to play more proactive role to deepen their learning) Culture: Student Empowerment - 78- (students believe they are provided with schoolwide/classroom opportunities that include them in decision-making)

**Root Cause 7:** A need for empowering teachers and students to play a proactive role in their every day environment.

**Problem Statement 7 Areas:** Perceptions

# 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
- 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 released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Dyslexia data

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

- Discipline records

## **Employee Data**

- 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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation





# 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:** 75% of Waggoner Creek students will meet or exceed his/her growth goal in IXL for RLA & Math

**High Priority**





**Evaluation Data Sources:** IXL, CFA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in grades 1 - 5 will meet the goal of 2 skills proficient per week for Math and Reading. Students in Kindergarten will meet the goal of 1 skill proficient per week.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have at least 2 proficient skills per week</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will track IXL smart score data each month. They will set a goal at BOY with their teacher based on their BOY diagnostic data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know the level they are beginning at and will create an end in mind goal. Tracking monthly will help them know if they are mastering their growth goal.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 the end of the school year, the percentage of students scoring at "Meets Grade Level" on STAAR ELA and Mathematics assessment will increase by 10 percentage points.





**Evaluation Data Sources:** GPA, CFA, Benchmark Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher capacity in conceptual math instruction:                      Provide targeted PD                      Partner with TISD Director of Academics and Instructional Services to deliver on-going PD                      Include modeling and co-teaching opportunities during classroom coaching cycles                      Walkthrough and feedback data to provide feedback                      Use student work samples and CFA data to drive conversations and determine next steps</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in understanding of conceptual vs. procedural, alignment of essential standards, and best instructional strategies which will ultimately impact student learning in a positive way.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive training specific to writing instruction                      Writing will be cross-curricular                      Walkthrough and feedback data to provide feedback                      Teachers will provide explicit instruction for ECR and SCR across content                      Use student work samples and CFA data to drive conversations and determine next steps</p> <p><b>Strategy's Expected Result/Impact:</b> Improved writing across 3rd - 5th grades, alignment of essential standards, CFAs developed to meet all levels of learning  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 the end of the school year, 60% of all students will meet or exceed expected growth for grades 4-5 STAAR ELA and Mathematics.





**Evaluation Data Sources:** Lesson plans, assessment artifacts, student work samples

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted PD on Depth of Knowledge and Assessment Design: Partner with Instructional Services either through PD sessions or during CTMs to learn Depth of Knowledge Use CTM time to co-create/revise assessments STAAR Deconstruction to better understand question types CFA rubric / checklist to guide assessment creation/revisions</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding of DOK will ensure assessments are created with a variety of questions that meet higher levels of learning for our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Guiding Coalition</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure all grade level / content collaborative teams are creating and implementing common formative assessments every 10-15 days that include a variety of question types and are aligned to appropriate Depth of Knowledge levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding student needs and learning</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 1:** Place-Based Education (PBE) will be implemented in Kindergarten, first grade, and second grade. Each grade level will complete at least two cross-curricular PBE learning experiences during the school year.





**Evaluation Data Sources:** Unit plans  
 PBE Instructor planning documents  
 Student work samples

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Waggoner Creek Elementary will employ a Place Based Education Instructor who will be a collaborative part of the PBE Core Team and will lead students in K - 5 in inquiry learning. This individual will also assist in planning and implementation of field experiences and community visitors.</p> <p><b>Strategy's Expected Result/Impact:</b> Extend PBE and inquiry learning outside of the walls of the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish structures for accountability and reflection in the PBE learning process:            Include time during CTMs to reflect on/share PBE experiences and learning            Develop shared PBE implementation timeline with the PBE instructor            Informal class walks based on PBE elements with feedback            PBE Core Team will meet at least 6 times per year with Place Network Coach            Lesson Planning from PBE instructor will be reviewed and updated as needed and a shared planning document used among grade level teams</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of PBE learning across grades K - 2.            Greater understanding of Place Based Education and ability to provide experiences to our students at maximum potential.            Intentional time dedicated to field experiences, outdoor gardening, local community members coming in to help extend learning tied to essentials.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</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 2:** During the 2025-2026 school year, the percentage of office referrals will decrease by 30%.

**Evaluation Data Sources:** Discipline data in TEAMS, weekly meetings with leadership team and BI, student behavior data tracker

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Waggoner Creek will implement a campus-wide behavior matrix ROAR - Respect, Ownership, Actions Responsibility - expectations will be explicitly taught, modeled, and practiced for all areas inside and outside of the building as well as in each classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Common vocabulary and behavior expectations across campus for all students and staff which will reduce disciplinary infractions</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</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:** Waggoner Creek Elementary will increase MRA components to a minimum of 80% in the 2025-2026 school year that showed a decrease in the 2024-2025 school year which focuses on students' sense of belonging and connection.

**Evaluation Data Sources:** Leader in Me Logins

Campus Surveys


Leader in Me Lesson


Physical Environment

Master Schedule

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will increase self advocacy for students to work to overcome barriers, problem-solve and find solutions on their own. They will know how to enlist support when needed. We will focus on Habit 8 schoolwide, staff lead development on Habit 8, counselor lessons for Habit 8</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to self-advocate. MRA score will increase from 75 to 80%,  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will increase the area of student-led practices to empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning. Teachers will administer MRA in small groups to ensure understanding, teachers will conference monthly with students to reflect on their goals/data tracking, and the academic team will provide reflection resources to use during this time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel empowered and student-led practices will increase from 76% to 81% on MRA.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will increase the area of student empowerment in order for students to believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence. The student lighthouse team will play an active role in campus decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student empowerment will increase from 78 to 81.</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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:** School counselor will support social emotional learning for all students through weekly one on one conferencing, group lessons, routine guidance lessons.





**Evaluation Data Sources:** Calendar of classes and sessions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor conducts a needs assessment at beginning of year for students, staff, and parents to determine guidance lessons. There is a counselor form available for students to complete as needed. Teachers refer students as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe environment for students and ability to support social emotional well being of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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 3:** By June 2026, increase the teacher retention rate by 10 percentage points.





**Evaluation Data Sources:** Retention Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a mentor for all newly hired 0-1 year teachers to provide guidance and support for classroom organization and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness, performance, and teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal</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:** Waggoner Creek Elementary attendance rate for the 2025-2026 school year will be at or above 97%.





**Evaluation Data Sources:** Phone calls home when absent  
 Attendance score board  
 Daily tracker for attendance  
 Grade level incentives

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade level &amp; individual incentives for highest attendance each six weeks</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage student attendance by recognizing highest grade level each week over morning announcements            Ice cream party at end of each six weeks for grade level with highest attendance percentage            One student winner each six weeks of game basket            One student selected each six weeks to win a family prize basket</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beat the Bell incentive - each day students who are in class by 7:50 will have a chance to receive a prize in the front office</p> <p><b>Strategy's Expected Result/Impact:</b> All students will arrive on time and ready to learn by 7:50</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> System in place for phone calls, letters, and meetings with the principal when students reach a certain number of unexcused absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents/guardians will see the importance of attendance, and we can work together to ensure students are at school when possible</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 2:** 100% of staff, 100% of students, and 70% of parents will complete the 2025-2026 MRA.





**Evaluation Data Sources:** Leader in Me site

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each action team will be responsible for setting a goal and strategizing how to get surveys completed.                      Leadership - Family Surveys                      Culture - Student Surveys                      Academics - Teacher/Staff Surveys</p> <p><b>Strategy's Expected Result/Impact:</b> A more accurate evaluation of the areas related to MRA that are used to drive campus decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</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 3:** Waggoner Creek Elementary will Increase community partnerships throughout the 2025-2026 school year to elevate student learning and experiences in various ways.

**Evaluation Data Sources:** Service learning projects  
 PBE schedules  
 community involvement

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Waggoner Creek will host first annual Leadership Day and will invite community members. Community members will be involved in student learning through campus visits and field experiences. They will also be invited to participate in fundraising events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community and our students' learning about all our community has to offer.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Service learning projects will focus on assisting with community-wide needs</p> <p><b>Strategy's Expected Result/Impact:</b> Waggoner Creek students will have a direct impact on improving our community.</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Rebecca Hankins	Classroom Teacher
Classroom Teacher	Jamie Hammonds	Classroom Teacher
Business Representative	Amber Gideon-Stewart	Business Rep
Classroom Teacher	Jennifer Phillips	Teacher
Community Representative	Fonda Clary	Community Representative
Parent	Sherita Gowans	Parent
Parent	Christie Page	Parent
Classroom Teacher	Tracie Smith	Teacher
Classroom Teacher	Rene' Callison	Teacher
Business Representative	Christi Hoyt	Business Owner
Administrator	Julie Watson	Assistant Principal
District-level Professional	Kay Stickels	Director of Special Populations
Non-classroom Professional	Stacey Alexander	Counselor
Administrator	Kasey Coggin	Principal

# 2024-2025 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Rebecca Hankins	Classroom Teacher
Classroom Teacher	Jamie Hammonds	Classroom Teacher
Business Representative	Amber Gideon-Stewart	Business Rep
Classroom Teacher	Jodi Graham	Teacher
Community Representative	Rosalyn Brookes	Community Representative
Parent	Natalie Haywood	Parent
Parent	Holly Dickeson	Parent
Classroom Teacher	Christy Wallace	Teacher
Classroom Teacher	Loren Smith	Teacher
Business Representative	Bri Flanagan	Business Owner
Administrator	Julie Watson	Assistant Principal
District-level Professional	Kay Stickels	Director of Special Populations
Non-classroom Professional	Stacey Alexander	Counselor
Administrator	Kasey Coggin	Principal

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

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

<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>● Evaluation – every two years</li> </ul>	TEC 11.252(d)	Christy Tidwell	The school will follow Board Policies: BQ, BQA, and BQB.
<b>5. Dropout Prevention</b>	TEC 11.252	Ben Renner	The school will follow Board Policy EHBC.
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Mindy Gennings	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Elodia Witterstaetter  Mindy Basurto	
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● District-wide procedures for campuses, as applicable</li> </ul>		Jami Renner  Sherry Nelson	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> </ul> </li> </ul>	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"> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Kay Stickels	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)	Jami Renner Sherry Nelson	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)	Jami Renner Sherry Nelson	The school will follow Board Policy FFB and FNF.

<ul style="list-style-type: none"> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)  TEC 11.252(3)(B)  TEC 11.252(3)(B)  TEC 11.253(d)(8)</p> <p>TEC 37.001  Family Code 71.0021  TEC 37.0831</p>	<p>Jami Renner  Sherry Nelson</p>	<p>The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)  Board Policy DMA(Legal)</p>	<p>Mindy Gennings</p>	<p>Board Policy DMA(Legal)</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)  TEC 28.001</p>	<p>Christy Tidwell</p>	
<p><b>16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Age-appropriate, research-based anti-victimization programs for students;</li> <li>• Actions that a child should take to obtain assistance and intervention; and</li> <li>• Available counseling options for affected students.</li> </ul>	<p>Education code 38.0041</p>	<p>Jami Renner  Sherry Nelson</p>	<p>Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)</p>

<b>17. College and University Admissions and Financial Aid (All grade levels)</b>	Education Code 11.252.28.026, 51.803  19 TAC 5.5, 61.1201	Ben Renner	Board Policy BQ (LEGAL), EIC (LEGAL)
<b>18. Comprehensive School counseling Program that includes:</b>  <ul style="list-style-type: none"> <li>• A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;</li> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul>	Education Code 33.005	Jami Renner  Sherry Nelson	Board Policy BQ (H), FFEA(H)