

Decatur Independent School District
Decatur High School
2019-2020 Campus Improvement Plan



Mission Statement

District Mission-Decatur ISD is committed to providing a quality education where students will learn digitally, think creatively, and compete globally.

Campus Mission-Decatur High School provides a safe and engaging environment that inspires a lifelong love of learning, compassion, and citizenship. We utilize best practices, quality instruction, and commitment to the whole student. Decatur High School does this for the benefit of each student, staff, and community member. We influence future generations and create a sense of pride in our community.

Value Statement

The DHS core values are: Integrity-Compassion-Community-Relationships-Learning-Excellence

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Comprehensive Needs Assessment

Revised/Approved: October 23, 2019

Demographics

Demographics Summary

DHS continues to experience a substantial diverse student population of Hispanic, ESL, Special Education, 504, low Socio-economic students - which continue to bring with them unique individualized needs. Over 30% of our total student population is served through 504/SPED/ESL Programs. Per our data, DHS continues to qualify as a Title 1 campus.

Demographics Strengths

As our campus continues to diversify, one of our focus areas will continue to focus on our diverse student populations and continue to need information and resources to help meet the needs of those families in order to support them and student success. Programs and events such as Santa cops, Live Thankfully, UNT Go Team, Financial Aid Workshops, Advisory STAAR Tutorials and our local food pantry assist in this focus area.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a growing economically disadvantaged population and the percentage of resources allocated to the population isn't changing. **Root Cause:** There is minimal collaboration on the campus budget, prior to approval, to allocate funds to meet specific demographic needs.

Problem Statement 2: The campus is understaffed in the areas of special ed and ESL. **Root Cause:** Currently, there are multiple FTE's being used in one special education class section due to certifications. There is a rapidly growing ESL population and we need more staff to support these students.

Student Achievement

Student Achievement Summary

In reviewing our STAAR results from 2019, our Algebra 1 results dropped slightly from 2018 in our Approaches, Meets, and Masters categories. Our English 1 and 2 as well as our Biology results showed increases overall in most categories. Our US History results showed similar results or very slight decreases in Approaches, Meets, and Masters categories from 2018. Decatur High School was rated a "B" campus overall by the Texas Education Agency for the 2018-19 school year. In the 3 domains, we were rated as follows: Student Achievement (B), Student Progress (B), and Closing the Gaps (C).

Student Achievement Strengths

English 1 showed improvement in the 2019 STAAR results in the Meets and Masters areas overall. Biology showed gains in all three areas in 2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Algebra 1 scores dropped in all areas in 2019 - Approaches, Meets, & Masters. **Root Cause:** Students that hit in multiple sub populations, their needs are not being met.

Problem Statement 2: There continues to be a substantial gap in performance between the Hispanic and White sub populations. **Root Cause:** Lack of awareness of who the individual students are and exactly which sub populations they count within. Lack of ESL strategy knowledge.

School Culture and Climate

School Culture and Climate Summary

Our parents have indicated through the last two surveys and in the Good to Great / SBIC Meeting earlier this Fall 2019 that they continue to want feedback on student learning and progress. They would like to hear from their student's teachers and find resources online through web pages, etc... They want feedback and communication on what students are learning, and how (resources) they can help at home.

Teachers indicate they want meaningful professional development opportunities and input on campus decisions.

School Culture and Climate Strengths

DHS will continue to recognize staff through the Employees of the Month Program. DHS will look to enact a Student Honor Roll Program during the 2019-20 school year to recognize students as well as formulate a Student/Principal Advisory Council to allow students the opportunity to provide input on school culture and climate to campus administration.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parents want more communication about the classroom content throughout the year. **Root Cause:** Web pages are not updated, teachers are not communicating overarching topics, grades, and other classroom related issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DHS will continue to focus on staff retention for the 2019-20 school year and beyond. This includes a Teacher Mentor Program and recognizing staff. It also includes providing staff the opportunity for professional development and feedback.

Staff Quality, Recruitment, and Retention Strengths

DHS will continue our Teacher Mentor Program and new ideas for staff recognition in addition to the Employees of the Month.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff leaving for opportunity, pay, change in admin. , other reasons. **Root Cause:** Better pay, stipends, and benefits in neighboring districts

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DHS uses the framework of TRS for our curriculum foundation and Professional Learning Communities (PLCs) for staff collaboration on student data, best instructional strategies, and student progress.

DHS staff and administration utilizes Eduphoria as the primary resource for assessment data to monitor student data and growth.

Curriculum, Instruction, and Assessment Strengths

PLCs at DHS have been implemented for several years, and content teams continue to progress in the 4 Key Questions toward student improvement each year - especially with regard to how to respond when students do not learn and when they do learn.

The DHS Master Schedule in the 2019-20 school year is specifically designed with PLC collaboration in mind to allow STAAR tested areas a PLC period for collaboration.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Staff continue to need professional development on specific instructional strategies on struggling learners **Root Cause:** Gaps in student performance on state assessments

Parent and Community Engagement

Parent and Community Engagement Summary

Parents want feedback on student learning. They are looking at web pages but aren't finding the information. They want feedback, communication on what students are learning, and how (resources) they can help at home.

Teachers want meaningful professional development, and input on campus decisions.

Parent and Community Engagement Strengths

DHS will continue to create and offer opportunities for parent and community engagement and involvement, including the SBIC Committee, Homecoming Bonfire, and Safety & Security Committee as a start. DHS will also consider ways and opportunities for parents to volunteer at the school to assist teachers with minor tasks to assist them during the school day.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents want to be informed of school events and they want more communication regarding instruction. **Root Cause:** They want to be able to have topics and resources so they can help at home.

School Context and Organization

School Context and Organization Summary

The school is organized in departments with department chairs. Administration oversees each department. We have a leadership team made up of the department heads who meet monthly with the admin team. Other collaborative teams consisting of teachers and administrators include the Safety and Security, Crisis Management, and SBIC teams. These teams meet periodically to review and make adjustments as needed according to the needs they are seeing on campus.

School Context and Organization Strengths

Teachers value meeting with their PLC teams once a week with admin being present. Teacher appreciate the weekly communication - Weekly Newsletters, sent on Sunday evening, because it informs staff of upcoming events so they can prepare and show their support at student events. The community would love to see that same communication so they can stay informed as well.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: DHS will continue to enhance communication avenues and refine organization/roles based on campus needs and feedback for efficiency

Technology

Technology Summary

The staff have voiced concerns about having to learn and maneuver too many learning management platforms. Teachers would prefer to only use one platform for consistency. Students struggle trying to remember passwords, and learn the variety platforms themselves. Teachers have communicated the need for training on the platform the district decides to go with. The staff agrees that the Apple training in 2018-19 was beneficial. Teachers would like the opportunity to share learning experiences from professional development in faculty meetings.

Technology Strengths

The campus is 1-1 with Apple laptops. The students and staff use learning management platforms, such as Canvas, to deliver, assess, and collaborate on content. During the 2018-19 year, a group of 12 teachers participated in the Apple Vanguard group set by admin at the campus and district levels. These teachers have met multiple times with an outside consultant to build their instructional technology capacity. The goal is then for the Vanguard group to return back the campus and share the new knowledge.

Problem Statements Identifying Technology Needs

Problem Statement 1: Navigate the technology platforms and requirements of the district to impact student learning

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

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

Goals

Revised/Approved: November 08, 2019

Goal 1: Decatur HS will engage students equally in rigorous and relevant curriculum, instruction, and assessment that will prepare them for graduation and post-secondary opportunities.





Performance Objective 1: Student Achievement: DHS will meet and maintain at least an 80% Approaches Standard in English I (75%) & II (77%) and at least a 90 % Approaches Standard in Biology (95%), Algebra 1 (87%), and US History (95%) in the STAAR Tested Areas; DHS will increase at least 3% in the Meets and Approaches Standards in all STAAR Tested Areas during the 2019-20 school year.

Evaluation Data Source(s) 1: STAAR Interim Testing, Benchmarks, Common Assessments, Walkthroughs, Observations, & STAAR Tests results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Continued professional development opportunities - including Solution Tree's PLC Training and Fundamental 5 to DHS Staff.	2.5	Frequent and consistent attendance of weekly content specific PLC collaborations by DHS Campus Administration.	Expected result and impact includes feedback from staff on professional development of PLC Foundations and Fundamental 5 to review student performance data to drive content lessons and improve instructional strategies and overall lessons.				
TEA Priorities Build a foundation of reading and math 2) State assessed content areas (STAAR) will meet and collaborate in PLCs periods a minimum of three times per week (135 minutes) during the 2019-20 school year.	2.4, 2.5, 2.6	DHS Campus Administration & Department Chairs	The expected result/impact will correlate to the STAAR results with improvements in scores across all areas, specifically in our targeted groups improving 3%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 3) DHS Advisory Periods at least twice per month as well as strategic pull-out dates for students identified as needing additional support as identified by their teacher and administrator.	2.4, 2.6	Campus Administration, Counselors, and Teaching Staff	Targeted increase of STAAR results.				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Decatur HS will engage students equally in rigorous and relevant curriculum, instruction, and assessment that will prepare them for graduation and post-secondary opportunities.

Performance Objective 2: Student Growth: DHS achieved a CCMR score of 61% in 2018-19 and will increase the the number of students meeting the CCMR Standard by 5% during the 2019-20 school year and an increase of 20% (twelve percentage points) over the next three school years.

Evaluation Data Source(s) 2: Enrollment numbers in all CCMR programs, certifications completed, graduation rates, TEA Accountability, etc...

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) CTE Coordinator and DHS Admin & Counselors will work to ensure students are working and successfully meeting/completing CCMR standards each year per TEA Accountability guidelines.	2.4, 2.5	DISD CTE Coordinator and DHS Administration & Counselors.	Increased accountability rating each year beginning in 2019-20 over the next 3 school years.				
	Funding Sources: Carl Perkins CTE - 20000.00						
TEA Priorities Connect high school to career and college 2) Utilize Naviance to meet the needs of students and take steps to identify careers, programs and universities that suit their interests to support increases in CCMR.	2.4, 2.6	DISD CTE Coordinator & DHS Campus Administration	Naviance will be accessed by students 2-3 in both the fall and spring semesters; expected impact is that this will support the increase in meeting CCMR goal.				
							

Goal 1: Decatur HS will engage students equally in rigorous and relevant curriculum, instruction, and assessment that will prepare them for graduation and post-secondary opportunities.

Performance Objective 3: Provide an appropriate setting for students needing additional support

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) DHS will utilize the district DAEP center for students needing alternate environments to meet their instructional/behavioral needs.	2.4, 2.5	Assistant Superintendent of Operations	Increase in student performance towards behavioral/educational goals.				
Funding Sources: Comp Ed - 151527.00							
							

Goal 2: Decatur HS will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 1: In response to the staff and community survey results from the 2018-19 school year, DHS will strive to maintain a 3.5 out of 4 rating in safety & security survey areas for the 2019-20 school year.

Evaluation Data Source(s) 1: Reviews and debriefs of monthly safety drills and feedback from Campus Safety Team.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) DHS will maintain a Campus Safety Team that will meet at least once per six weeks grading period to discuss protocols, concerns, and determines strategies and outcomes to serve the safety and security of DHS.	2.6	The Campus Safety Team will be monitored by the DHS Campus Administration, specifically by the Assistant Principal over Safety and Security and the Campus Principal.	The expected results and impact of these teams and the overall Safety and Security Plan is to improve the protocols and procedures of the campus environment for all stakeholders at DHS and develop the safest campus possible for our staff and students. It is also an expectation to develop a response to possible emergency situations to limit injuries and maintain calm and order.				


Goal 2: Decatur HS will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 2: In response to the referrals and campus incidences of student vaping & substance abuse in 2018-19 (44 instances) and the first six weeks of the 2019-20 school year (14 instances), DHS will work to decrease the total number of instances by 10% (40 instances) for the 2019-20 school year.


Evaluation Data Source(s) 2: DHS Administration & Counselors will research and schedule speakers on this topic during 2019-20 school year.

Summative Evaluation 2:

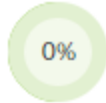
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) DHS Admin and Counselors will schedule guest speakers in the fall 2019 and spring 2020 to address the vaping trend on campuses. DHS Admin will organize the school day schedule to allow assemblies for the students to attend while still attending their classes. An assembly will also be scheduled for the staff and parents for education and support.	2.5	DHS Admin & Counselors	Educate the DHS student body on the effects of substance abuse and vaping and reduce the number of students who are currently participating on and off campus.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Decatur HS will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.


Performance Objective 3: DHS received feedback from campus surveys in 2018-19 that included ratings of 3.5 and below of student voice and recognition. In response, DHS Admin work to earn and maintain ratings of 3.7's and above in surveys categories of student feedback, voice, and recognition during the 2019-20 school year.


Evaluation Data Source(s) 3: DISD & DHS surveys, student feedback, and parent feedback.


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) The Student Advisory Committee will be formed by students of all grades and groups from DHS to provide a wide-ranging look at the areas of DHS and areas of strength and improvement from the student's perspective. Feedback and discussion will be key to driving strategies and goals for improvement.</p>	2.5, 2.6	DHS Campus Principal and Administration	Consistent feedback from the committee on all areas of the campus to provide solutions to areas needing improvement and strategies to work toward those goals.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Decatur HS will promote consistent communication among our staff, parents, and community to offer opportunities for positive partnerships to maximize the success of all students.

Performance Objective 1: DHS will work to maintain a 3.5 out of 4 on the staff and parent survey results in 2019-20 in the areas of campus communications regarding academics, upcoming events, and parent/community engagement.

Evaluation Data Source(s) 1: DHS Admin will track number of sent communications, percentage received by recipients. Parent and student survey regarding communication.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize the Blackboard Connect Communications System for weekly calendar information, updates, and DHS events during the 2019-20 school year.	3.1	DHS Campus Administration will create, use, and monitor the communications and usage of the Blackboard Connect Communications System.	The expected impact is to increase the frequency, accuracy, and engagement of the DHS parents, families, and community with regard to DHS events.				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) DHS Teachers will communicate at least once each month to parents/guardians regarding projects, due dates, test dates, and interesting materials/ curriculum topics through one of the following means: DISD Teacher web pages, Skyward email, the Remind App, etc... during the 2019-20 school year.</p>	3.1, 3.2	DHS Campus Administration and Teachers	The expected outcome of this strategy is building positive rapport and communication between parents and DHS Staff that will result in improved student progress and performance.				



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


Goal 3: Decatur HS will promote consistent communication among our staff, parents, and community to offer opportunities for positive partnerships to maximize the success of all students.


Performance Objective 2: DHS received feedback in the 2018-19 survey results below a 3.5 out of 4 in the areas of student and staff recognition. DHS Admin and Leadership will reach and maintain at least a 3.5 and above out of 4 in the these areas in the 2019-20 survey results to improve recognition of staff and students.


Evaluation Data Source(s) 2: Visuals on campus that portray CCMR, scholarships, honor rolls, and 2019-20 survey results.


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Provide student recognition and celebration through a 2nd/Spring Semester Honor Roll 2020 and monthly staff recognition (via monthly faculty meetings).	2.5	Monitored by DHS Campus Leadership Team (includes Department Chairs, Admin Team, and Counselors)	Expected results and impact include school pride, increased academic performance, morale, and student and staff recognition. Will begin 2nd semester 2020.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued professional development opportunities - including Solution Tree's PLC Training and Fundamental 5 to DHS Staff.
1	2	1	CTE Coordinator and DHS Admin & Counselors will work to ensure students are working and successfully meeting/completing CCMR standards each year per TEA Accountability guidelines.

State Compensatory

Budget for Decatur High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
19911639901001024	6399 General Supplies	\$7,400.00
6300 Subtotal:		\$7,400.00

Personnel for Decatur High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bully Garner	Teacher	DAEP	.5
Johnathon Capello	Avid Teacher	Comp Ed	1
Lindsey Hickey	Intervention Aide	Comp Ed	1
Melissa McCalister	Teacher	DAEP	1
Nancy Cobb	Aide	DEAP	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Chris Mogan	Principal
Administrator	Debbie Boatright	Assistant Principal
Administrator	Kaci Cook	Academic Dean
Administrator	Marzia Infante	Assistant Principal
Non-classroom Professional	Kristy Phipps	Counselor
Non-classroom Professional	Catherine Kelly	Counselor
Classroom Teacher	Christopher Chance	Teacher
Classroom Teacher	Lindsay Griffin	Teacher
Classroom Teacher	Cherie Hocevar	Teacher
Classroom Teacher	Christine Carreno	Teacher
Classroom Teacher	Daniabelle Hromanik	Teacher
Administrator	Larry Hicks	Assistant Principal
Administrator	Sheila McCollum	CTE Coordinator
Classroom Teacher	Carrie Alano	Teacher
Classroom Teacher	Miles Vann	Teacher
Parent	Dan Mallory	Parent
Parent	Sarah Hurst	Parent
Community Representative	Beverly Ross	Community Rep

District Funding Summary

Carl Perkins CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CTE Coordinator		\$20,000.00
Sub-Total					\$20,000.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salaries		\$151,527.00
Sub-Total					\$151,527.00
Grand Total					\$171,527.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA 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)		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)		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)		
4. District's Decision-Making and Planning Policies	TEC 11.252(d)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Evaluation – every two years 			
5. Dropout Prevention	TEC 11.252		
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)		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)		
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 			
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 	TEC 11.252(4) TEC 11.252(3)(G)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● 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		
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)		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 	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)		The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<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		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)		Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001		