

**Decatur Independent School District**  
**Young Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: D**



# Mission Statement

Young Elementary is a diverse community dedicated to providing a safe, positive learning environment where opportunities are provided so each child can confidently achieve their potential.

## Vision

**Y**oungsters **E**xemplifying **S**uccess

#bestatYES

Be Extraordinarily Successful Today!

## Value Statement

Children, first and foremost;  
parental and community involvement;  
Safety and security;  
Uniqueness and diversity;  
High expectations;  
Learning as a lifelong process;  
All needs of every child.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	8
Perceptions .....	11
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: By June 2020, all 3rd and 4th grade students at Young Elementary will increase their overall Reading "Meets" percentage by 10 points, from 43% to 53%, as measured by the STAAR Test. (TIP) .....	15
Goal 2: By June 2020, all 3rd and 4th grade students at Young Elementary will increase their overall Math "Meets" percentage by 10 points, from 44% to 54%, as measured by the STAAR Test. (TIP) .....	21
Goal 3: By June of 2020, the percentage of 4th graders at Young Elementary who make "expected" growth will increase from 63% to 80%, as measured by the STAAR. (TIP) .....	27
Goal 4: By June of 2020, Young Elementary will increase attendance to 97% or higher, as measured by PEIMS data. ....	33
Goal 5: By June 2020, Young Elementary will maintain a safe and positive learning environment for all students, as evident by the 2020 Parent Climate Survey. ....	34
Goal 6: By June 2020, Young Elementary will use clear and consistent communication with students and parents, as evident by the 2020 Parent Climate Survey. ....	36
State Compensatory .....	37
Personnel for Young Elementary: .....	37
Title I Personnel .....	38
Campus Improvement Team .....	39
Addendums .....	40

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Young Elementary is a Title 1 school that serves approximately 466 students from Pre K to 4th Grade.

Pre K - 67 students

Kindergarten - 91 students

First Grade - 76 students

Second Grade - 76 students

Third Grade - 83 students

Fourth Grade - 69 students

Our demographics include:

- 1.5% African American
- 25.3% Hispanic
- 1.2% American Indian
- 69.3% White
- 2.5% other

60% of our students are Economically Disadvantaged.

9.3% are English Language Learners and 12% receive Special Education Services.

### Demographics Strengths

The diversity of our student population is a strength.

Full day Pre K on campus, allows us to intervene at an early age and help students be successful in school.

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

**Problem Statement 1:** Many of our students lack exposure to real life activities that build the vocabulary and background knowledge to connect and support new learning from the classroom that furthers success and achievement. **Root Cause:** 60% of our student population is Economically Disadvantaged.

# Student Academic Achievement

## Student Academic Achievement Summary

Young Elementary STAAR Data							
3rd Grade Math							
		2016	2017	2018	2019		2019 State Average
	Approaches	80%	76%	80%	71%		78%
	Meets	40%	44%	42%	45%		47%
	Masters	20%	27%	16%	24%		24%
3rd Grade Reading							
		2016	2017	2018	2019		2019 State Average
	Approaches	83%	76%	80%	78%		76%
	Meets	35%	49%	40%	42%		44%
	Masters	20%	37%	18%	24%		28%
4th Grade Math							
		2016	2017	2018	2019		2019 State Average
	Approaches	70%	85%	79%	73%		74%
	Meets	34%	49%	51%	38%		46%
	Masters	9%	31%	24%	10%		28%
4th Grade Reading							
		2016	2017	2018	2019		2019 State Average
	Approaches	73%	79%	77%	79%		74%
	Meets	33%	49%	39%	43%		43%
	Masters	17%	23%	22%	19%		22%
4th Grade Writing							
		2016	2017	2018	2019		2019 State Average
	Approaches	63%	66%	45%	66%		65%
	Meets	30%	26%	25%	29%		33%

Young Elementary STAAR Data						
	Masters	6%	10%	5%	7%	10%

### Student Academic Achievement Strengths

The percentage of 3rd Grade students who received Masters Level in the area of Reading grew from 18% to 24%.

The percentage of 3rd Grade students who received Masters Level in the area of Math grew from 16% to 24%.

The percentage of 4th Grade students who approached grade level in the area of writing grew from 45% to 66%.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The percentage of students in 3rd and 4th grade who approached grade level in the area of Math dropped. 3rd grade math went from 80% to 71%. 4th grade math went from 79% to 73%. **Root Cause:** Students are lacking Math foundation skills and Math academic vocabulary.

# School Processes & Programs

## School Processes & Programs Summary

At Young, for Instruction:

- All teachers collaborate and plan together.
- Pre K - 3rd grade classrooms are self contained. 4th grade is teamed, but each teacher teaches their own homeroom writing.
- We have implemented weekly PLC meetings.
- Teachers are creating Common Formative Assessments and analyzing the results.
- Writing Assessments are administered monthly.
- Each grade level has a 50 minute intervention period daily.
- We follow the Workshop model.
- We have vertical teams.
- Students who are Tier 2 and Tier 3 are double dipped.

At Young, Curriculum includes

- We utilize the Texas Resource System Curriculum Management system to ensure quality instruction that covers all the TEKS.
- Data from the district universal screeners, common assessments, check points, and STAAR assessments are analyzed regularly to plan instruction, intervention, and acceleration.
- Students are grouped according to identified learning needs and are provided target instruction to meet their needs in a variety of ways including before school, after school, small group, and pullouts with instructional interventionists.
- Report cards are given out every 6 weeks in each grade. Pre-Kindergarten, Kindergarten, and First Grade report cards are skill based report cards. All other report cards reflect mastery of the grade level curriculum.
- RtI students are identified through our universal screeners, DRA2, and the STAAR. Students who meet eligibility are served daily during our WIN (What I Need) time. Teachers and paraprofessionals deliver instruction to target individual student learning needs.

At Young, Personnel is supported by

- Campus Leadership Team meets regularly.
- Staff Meetings on Wednesday.
- Weekly Staff Newsletter is sent out on Sundays.
- Vertical Teams are used to align instruction.
- New teachers on campus are given a "Buddy" Teacher.



At Young, the staff consists of

- 29 teachers, including a Title 1 teacher, a Dyslexia teacher and Special Education teacher, who are all highly qualified and have their ESL certifications and G/T hours.
- We have 12 certified paraprofessionals who are instructional involved with our students either in P.E., Special Education, Pre-kindergarten, computer, RtI, or the library.
- Our office has a receptionist, an attendance clerk, a registered nurse and our secretary.
- We have four hard working custodians and cafeteria personnel.

At Young, We strive to

- Hire a very positive and caring staff who work hard to make Young a great school.
- Implement and maintain a PBIS (Positive Behavioral Interventions and Supports) system. We focus on behavioral expectations throughout the year. Rewards and recognition are given daily.
- Create a more welcoming environment for students who are new to Young. We post on a bulletin board, "New Friends to Young", their pictures and a short biography, assign a student friend (mentor), lunch group activities, etc.
- YES counselor is instrumental in providing various "lunch group activities" for students who are new to school, are from divorces families, have difficulties building friendships, grief groups, etc. Also, is very connected to our YES families needs and helps to support those families.
- Have a strong, connected social committee that provides various luncheons, creates fun, interactive activities, helps to recognize personnel accomplishments, and shares important information about our staff members and our YES families.
- Communicate with our parents and community through various venues including; email, skyward, remind 101, Facebook, twitter, websites and paper newsletters/notes.
- Encourage parent involvement through programs including: Meet the Teacher, Curriculum Night, Book Fairs, Music Programs, Academic nights focusing on student learning, Fun Run, Punt-Pass-Kick, Field Day, etc.
- Seek Community support and involvement include churches providing coats, back packs with school supplies, and eye glasses. Walmart and David's Western Store have given the school extra school supplies. James Wood holds a Christmas card contest and Decatur Woman's Club hosts poetry/writing contest.
- Have volunteer opportunities for our parents through Watch D.O.G.S, PTO, and room moms.
- Model social awareness and service projects with our students through out-reach programs including Salvation Army, Cancer Awareness, American Heart Association, and local services aimed at Senior Citizens and those less fortunate. Our students participate in community level programs such as: Angel Tree, Socks for Seniors, Jump Rope for Heart, Battle of the Big Sandy canned food drive for W.A.R.M., and Salvation Bell Ringers.

## **School Processes & Programs Strengths**

Young Elementary works to establish a campus culture and climate that supports a positive and safe learning environment focused on being engaging and student centered from the moment you enter our office, each classroom, and throughout the building. We are building a shared responsibility for high

expectations for instruction and academic achievement for our teachers and students. Young Elementary always has had a reputation of teachers working together to support the students' learning and academic needs.

Young Elementary provides many opportunities to connect and build relationships with all stakeholders throughout the school year. We know it takes a partnership with our families and the community to support our students academic and social needs. We utilize several organizations such as: our PTO, local churches, Wise Regional Hospital, community and parent volunteers to positively impact the lives of our students.

We offer 26 different Clubs to students Kinder thru 4th grade. Clubs meet every other Tuesday 8:15-9:00am. Teachers lead a club based on their interests. We have 2 sessions, one in the Fall and one in the Spring. Students select their first choice and second choice. Each club has a final project at the end of the session. Our clubs gives all students an extra-curricular activity to be a part of. We have seen an increase in attendance rates and a decrease in behavior referrals.

Every adult in the building is a mentor to a student who needs a little extra guidance or someone to check on them. Our staff loves their mentor time. Staff gives 10-15minutes a week or more to check in with, have lunch with or play on the playground with their men-tee. We feel this has positively contributed to the social / emotional side of the students.

# Perceptions

## Perceptions Summary

We encourage students daily to do their best. We want each child to "Be Extraordinarily Successful Today." We use the #bestatYES.

Staff is reminded to give their BEST each day for our students.

We strive to maintain a family atmosphere.

We greet each student at the door every morning and call everyone by their first name.

We focus on the positive.

# 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
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: By June 2020, all 3rd and 4th grade students at Young Elementary will increase their overall Reading "Meets" percentage by 10 points, from 43% to 53%, as measured by the STAAR Test. (TIP)**

**Performance Objective 1:** At Young Elementary, there is a disproportionate gap (17%) between the Reading scores of the Hispanic students (31%) that met standard and the Reading scores of the White students (48%) that met standard. In order to close the gap, by June of 2020, 3rd and 4th grade Hispanic students at Young will increase their overall "meets standard" from 31% to 41%, a gain of 10 points, as measured by the STAAR. (TIP)

**Evaluation Data Source(s) 1:** Istation ISIP Reports (monthly)  
 RTI Data (Meeting once a six weeks)  
 Running Records (weekly - all students)  
 DRA (BOY, MOY, EOY) (all students)  
 CBAs(Six Weeks) (all students)  
 Fall Interim Assessments ( Dec. 2nd-13th)  
 STAAR (May 13th)

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Deconstruct 3rd and 4th grade Reading TEKS during PLC meetings	2.4, 2.5, 2.6	Administrators, Grade Level Teachers, Interventionist, and SpEd Teacher	Engaging Lesson Plans, High Level Questioning Strategies, Quality Instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  2) Quality Tier 1 Instruction, monitored by walkthroughs</p>	2.4, 2.5, 2.6	Administrators	Teacher accountability and specific, immediate feedback				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 5: Effective Instruction  3) Targeted Instruction for all Tier 2 and 3 kids - Guided Reading and Basic Reading skills</p>	2.4, 2.5, 2.6	Classroom Teachers and Interventionist	Improve student reading levels, fluency and comprehension				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 5: Effective Instruction  4) Focus on Academic / Test Taking Vocabulary</p>	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Develop strong use and understanding of academic vocabulary				



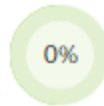
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 5) Interactive Data Walls (classroom and school)- Focus on Hispanic and Economically Disadvantaged	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Monitor and Track student progress; SMART goals				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 6) Vertical alignment across grade levels with use of common strategies	2.4, 2.5, 2.6	Classroom Teachers	Vertically aligned instruction with students who are using the same strategies PK - 4th				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** By June 2020, all 3rd and 4th grade students at Young Elementary will increase their overall Reading "Meets" percentage by 10 points, from 43% to 53%, as measured by the STAAR Test. (TIP)

**Performance Objective 2:** By June 2020, 3rd and 4th grade Economically Disadvantaged students will increase their overall Reading "Meets" percentage by 10 points, from 34% to 44%, as measured by the STAAR Test. (TIP)

**Evaluation Data Source(s) 2:** Istation ISIP Reports (monthly)

RTI Data

Running Records (weekly - all students)

DRA (BOY, MOY, EOY) (all students)

CBAs(Six Weeks) (all students)

Fall and Spring Interim Assessments

STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Deconstruct 3rd and 4th grade Reading TEKS during PLC meetings</p>	2.4, 2.5, 2.6	Administrators, Grade Level Teachers, Interventionist, and SpEd Teacher	Engaging Lesson Plans, High Level Questioning Strategies, Quality Instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  2) Quality Tier 1 Instruction, monitored by walkthroughs</p>	2.4, 2.5, 2.6	Administrators	Teacher accountability and specific, immediate feedback				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  3) Targeted Instruction for all Tier 2 and 3 kids - Guided Reading and Basic Reading skills</p>	2.4, 2.5, 2.6	Classroom Teachers and Interventionist	Improve student reading levels, fluency and comprehension				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  4) Focus on Academic / Test Taking Vocabulary</p>	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Develop strong use and understanding of academic vocabulary				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Interactive Data Walls (classroom and school)- Focus on Hispanic and Economically Disadvantaged	2.4, 2.5, 2.6	Classroom Teacher, Interventionist, SpEd Teacher, Administrators	Monitor and Track student progress; SMART Goals				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 6) Vertical alignment with strategies	2.4, 2.5, 2.6	Classroom Teachers	Vertically aligned instruction with students who are using the same strategies PK - 4th				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2: By June 2020, all 3rd and 4th grade students at Young Elementary will increase their overall Math "Meets" percentage by 10 points, from 44% to 54%, as measured by the STAAR Test. (TIP)**

**Performance Objective 1:** At Young Elementary, there is a disproportionate gap (24%) between the Math scores of the Hispanic students (28%) that met standard and the Math scores of the White students (52%) that met standard. In order to close the gap, by June of 2020, 3rd and 4th grade Hispanic students at Young will increase their overall "meets standard" from 28% to 40%, a gain of 12 points, as measured by the STAAR. (TIP)

**Evaluation Data Source(s) 1:** Istation ISIP Reports (monthly)

RTI Data

Unit Tests (all students)

Fall and Spring Interim Assessments



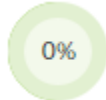

STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Deconstruct 3rd and 4th grade Math TEKS during PLC meetings</p>	2.4, 2.5, 2.6	Administrators, Grade Level Teachers, Interventionist, and SpEd Teacher	Engaging Lesson Plans, High Level Questioning Strategies, Quality Instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  2) Quality Tier 1 Instruction, monitored by walkthroughs</p>	2.4, 2.5, 2.6	Administrators	Teacher accountability and specific, immediate feedback				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  3) Targeted Instruction for all Tier 2 and 3 kids - Foundational Math skills</p>	2.4, 2.5, 2.6	Classroom Teachers and Interventionist	Improve student number sense and computation skills				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  4) Focus on Math Vocabulary</p>	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Develop strong use and understanding of academic vocabulary				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Sensory Walk - focus on Math Hot Spots	2.4, 2.5, 2.6	Classroom Teacher, SpEd Teacher	Provide visuals that will aid in Math skills and comprehension				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 6) Interactive Data Walls (classroom and school) -	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teachers, Administrators	Monitor and Track student progress; SMART Goals				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 7) Vertical Alignment with strategies	2.4, 2.5, 2.6	Classroom Teachers	Vertically aligned instruction with students who are using the same strategies PK - 4th				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**Goal 2:** By June 2020, all 3rd and 4th grade students at Young Elementary will increase their overall Math "Meets" percentage by 10 points, from 44% to 54%, as measured by the STAAR Test. (TIP)

**Performance Objective 2:** By June 2020, 3rd and 4th grade Economically Disadvantaged students will increase their overall Math "Meets" percentage by 10 points, from 35% to 45%, as measured by the STAAR Test. (TIP)

**Evaluation Data Source(s) 2:** Istation ISIP Reports (monthly)

RTI Data

Unit Tests (all students)

Fall and Spring Interim Assessments

STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Deconstruct 3rd and 4th grade Math TEKS during PLC meetings</p>	2.4, 2.5, 2.6	Administrators, Grade Level Teachers, Interventionist, and SpEd Teacher	Engaging Lesson Plans, High Level Questioning strategies, Quality Instruction				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 5: Effective Instruction                      2) Quality Tier 1 Instruction, monitored by walkthroughs</p>	2.4, 2.5, 2.6	Administrators	Teacher Accountability and specific, immediate feedback				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  3) Targeted Instruction for all Tier 2 and 3 kids -  Foundational Math skills</p>	2.4, 2.5, 2.6	Classroom Teachers and Interventionist	Improve students number sense and computation				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 5: Effective Instruction  4) Focus on Math Vocabulary</p>	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Develop strong use and understanding of Academic Vocabulary				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 4: High-Quality Curriculum  Lever 5: Effective Instruction  5) Sensory Walk - focus on Lowest TEKS</p>	2.4, 2.5, 2.6	Classroom Teacher and SpEd Teacher	Provide visuals that will aid in Math skills and comprehension				

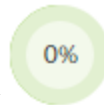
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Interactive Data Walls (Classroom and School)	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Monitor and Track Student progress; SMART Goals				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Vertically alignment across grade levels with use of common strategies	2.4, 2.5, 2.6	Classroom Teachers	Vertically aligned instruction with students who are using the same strategies PK - 4th				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3: By June of 2020, the percentage of 4th graders at Young Elementary who make "expected" growth will increase from 63% to 80%, as measured by the STAAR. (TIP)**

**Performance Objective 1:** The percentage of students who meet the "expected" growth measure in Reading will increase from 67% to 80%, as measured by the STAAR.

**Evaluation Data Source(s) 1:** Istation ISIP Reports (monthly)

RTI Data

Running Records (weekly - all students)

DRA (BOY, MOY, EOY) (all students)

CBAs(Six Weeks) (all students)

Fall and Spring Interim Assessments





STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Student Goal Sheets / Discussions</p>	2.4, 2.5, 2.6	Administrators, Classroom Teachers, Interventionist, and SpEd Teacher	Students will be in involved in their data and SMART Goals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 4: High-Quality Curriculum  Lever 5: Effective Instruction  2) Deconstruct 3rd and 4th grade Reading TEKS during PLC meetings (Leadership)</p>	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teachers, Administrators	Engaging Lesson Plans, High Level Questioning Strategies, Quality Instruction				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 4: High-Quality Curriculum  Lever 5: Effective Instruction  3) Quality Tier 1 Instruction, monitored by walkthroughs</p>	2.4, 2.5, 2.6	Administrators	Teacher Accountability, Specific, Immediate Feedback				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  <b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 4: High-Quality Curriculum  Lever 5: Effective Instruction  4) Targeted Instruction for all Tier 2 and 3 kids - Guided Reading and Basic Reading skills</p>	2.4, 2.5, 2.6	Classroom Teachers and Interventionist	Improve student reading levels, fluency and comprehension				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Focus on Academic / Test Taking Vocabulary	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Develop strong use and understanding of academic Vocabulary				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Interactive Data Walls (classroom and school)	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Monitor and Track Student progress; SMART Goals				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**Goal 3:** By June of 2020, the percentage of 4th graders at Young Elementary who make "expected" growth will increase from 63% to 80%, as measured by the STAAR. (TIP)

**Performance Objective 2:** The percentage of students who meet the "expected" growth measure in Math will increase from 58% to 80%, as measured by the STAAR.

**Evaluation Data Source(s) 2:** Istation ISIP Reports (monthly)

RTI Data

Unit Tests (all students)

Fall and Spring Interim Assessments

STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Student Goal Sheets / Discussions strategies</p>	2.4, 2.5, 2.6	Administrators, Classroom Teachers, Interventionist, and SpEd Teacher	Students involved with their data and SMART Goals				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      2) Deconstruct 3rd and 4th grade Math TEKS during PLC meetings (Leadership)</p>	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teachers, Administrators	Engaging Lesson Plans, High Level Questioning Strategies, Quality Instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Quality Tier 1 Instruction, monitored by walkthroughs	2.4, 2.5, 2.6	Administrators	Teacher Accountability, Specific and Immediate Feedback				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Targeted Instruction for all Tier 2 and 3 kids - Foundational Math skills	2.4, 2.5, 2.6	Classroom Teachers and Interventionist	Improve students number sense and computation				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Focus on Math Vocabulary	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Develop a strong use and understanding of academic vocabulary				

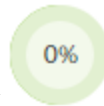
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Sensory Walk - focus on TEKS Hot Spots	2.4, 2.5, 2.6	Classroom Teacher and SpEd Teacher	Provide Visuals that will aid in Math skills and computation				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Interactive Data Walls (classroom and school)	2.4, 2.5, 2.6	Classroom Teachers, Interventionist, SpEd Teacher, Administrators	Monitor and Track student progress; SMART Goals				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue




## Goal 4: By June of 2020, Young Elementary will increase attendance to 97% or higher, as measured by PEIMS data.


**Performance Objective 1:** By June of 2020, Young Elementary will increase our attendance rate from 95% to 97%. or higher.


**Evaluation Data Source(s) 1:** Attendance Rates as measured by PEIMS Data


### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Classroom attendance incentives and School Wide incentives such as Kona Ice	2.5	Grade Level Teachers, Administration, Office staff	Students will want to be in attendance daily, where they can learn and grow.				
2) Surprise "Visits" with Attendance Celebrations "Do-Nut be absent! Do-Nut be late!" "Chillin with Good Attendance!", etc.	2.5	Administrators	Students will want to be in attendance daily, where they can learn and grow.				
3) Office / Teacher phone calls home daily of absent students	2.5	Office Staff and Classroom Teacher	Students will want to be in attendance daily, where they can learn and grow.				
4) Attendance Trophy to the class with the highest attendance percentage - every 3 weeks	2.5	Administrators	Students will want to be in attendance daily, where they can learn and grow.				
5) Educate and communicate with parents regarding the attendance laws and procedures	2.5	Classroom Teachers, Administrators	Parents will know and understand the importance of sending their child to school.				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 


 = Discontinue

## Goal 5: By June 2020, Young Elementary will maintain a safe and positive learning environment for all students, as evident by the 2020 Parent Climate Survey.

**Performance Objective 1:** By June of 2020, Young Elementary will maintain or increase the average score of 3.61 (on scale of 1-4 / 2019 Parent Climate Survey) of students feeling safe at school by addressing the social/emotional development of students through focusing on six different character traits- one each six weeks.

**Evaluation Data Source(s) 1:** Discipline Data, Counselor Referrals, Relationships

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Character Lessons during Morning Meeting (Provide Shared Drive for teachers with activities to reinforce the character trait)	2.5, 2.6	Counselor, Administration, Classroom Teachers	Young Elementary will develop the whole child and students will engage appropriately.				
2) Guidance Lessons from Counselor		Counselor, Administrators, Classroom Teachers	Young Elementary will develop the whole child and students will engage appropriately.				
3) Partnership with Kona Ice - Super Star Student that exhibits the character trait		Classroom Teachers	Young Elementary will develop the whole child and students will engage appropriately.				
							


**Goal 5:** By June 2020, Young Elementary will maintain a safe and positive learning environment for all students, as evident by the 2020 Parent Climate Survey.

**Performance Objective 2:** By June 2020, Young Elementary will provide experiences outside the academic classroom that will maintain or increase the average score of 3.65 (scale 1-4 / 2019 Parent Climate Survey) students' interest in school, as measured by the 2020 Parent Climate Survey.


**Evaluation Data Source(s) 2:** Discipline referrals, Counselor Referrals, Relationships

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 1) Student Clubs - Offer different clubs two times a year (Fall and Spring) to all students. Clubs will meet every other week for a semester and then change.	2.4, 2.5, 2.6	Grade Level Teachers, Administration, Counselor	Students will have an outlet at school and engage in something outside the academic classroom. Students will look forward to coming to school.				
2) Staff / Student Mentors		Administrators	Students will have a consistent, positive figure at school to check in with. Students will look forward to coming to school.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

## Goal 6: By June 2020, Young Elementary will use clear and consistent communication with students and parents, as evident by the 2020 Parent Climate Survey.

**Performance Objective 1:** By June 2020, Young Elementary will use clear and consistent communication with students and parents by maintaining or improving the average score of 3.25 on the 2020 Parent Climate Survey.

**Evaluation Data Source(s) 1:** Social Media, Newsletters, Emails, Surveys

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Update the marquee weekly		Administration	Increase Parent and community involvement, Positive responses on the surveys				
2) Weekly Parent newsletters		Administrator, Classroom Teachers	Increase Parent and community involvement, Positive responses on the surveys				
3) Weekly Social Media Posts		Administrators, Classroom Teachers	Increase Parent and community involvement, Positive responses on the surveys				
4) Happy Phone calls or letters mailed home - once a six weeks		Classroom Teachers	Increase Parent and community involvement, Positive responses on the surveys				
5) Communicate using Remind 101, Dojo or SeeSaw - Weekly		Classroom Teachers	Increase Parent and community involvement, Positive responses on the surveys				
6) Update Staff and School Web page - weekly with dates and newsletters, etc.		Classroom Teachers, Administrators	Increase Parent and community involvement, Positive responses on the surveys				
							

# State Compensatory

## Personnel for Young Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Priscilla Morphis	Dyslexia	Comp Ed	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolyn Davis	Teacher	Intervention	1
Heather Treible	Aide	Intervention	1

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Lana Coffman	
Assistant Principal	Brian Smith	
Classroom Teacher	Sarah Whetsell	
Classroom Teacher	Brittany Drake	
Classroom Teacher	Jodi Burkhart	
Classroom Teacher	Kayla McCandless	
Classroom Teacher	Sara Flatt	
Classroom Teacher	Tracie Finstad	
Classroom Teacher	Morgan Warner	
Classroom Teacher	Paige Brittain	
Parent	Bridget Knight	
Parent	Molly Hunter	
Business Representative	Jennifer Bethune	

# 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)
<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)		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)		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)		
<b>4. District's Decision-Making and Planning Policies</b>	TEC 11.252(d)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>			
<b>5. Dropout Prevention</b>	TEC 11.252		
<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)		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)		
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>			
<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> </ul> </li> </ul>	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"> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <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		
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)		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> </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)		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"> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <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>	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><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>	TEC 21.451(d)(2)  Board Policy DMA(Legal)		Board Policy DMA(Legal)
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	TEC 11.252(a)(3)(D)  TEC 28.001		