

**Taylor Independent School District**  
**Taylor High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Social Studies

**Board Approval Date:** August 20, 2018

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# Comprehensive Needs Assessment

Revised/Approved: August 02, 2018

## Demographics

### Demographics Summary

Taylor High School is a comprehensive 9-12 high school campus. We have a traditional 8 period day. The campus has four administrators (Principal, Associate Principal, and two Assistant Principals) and three counselors that are paired by student alpha to address the comprehensive needs of each student. There were 775 students enrolled at Taylor High School as of the end of the 2017-2018 school year. 58% of those students are Economically Disadvantaged, 15% are English Language Learners, and 12% Special Education. Taylor High School is a Title I School-wide Program campus.

### Demographics Strengths

Attendance for the past year is over 94% as well as has a championship Academic Decathlon Team and a wide array of extracurricular activities for students. THS's graduation rate consistently surpasses both regional and state averages.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects. **Root Cause:** Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.

## Student Academic Achievement

### Student Academic Achievement Summary

Student performance on the STAAR end of course exams for the Spring of 2018 were as follows: Algebra I (71%), Biology (83%), US History (91%), ELA I (53%), ELA II (64%). Student passing rates at Taylor High School went up in ELA II (+4%) and US History (+2%) while going down in Algebra (-12%), Biology (-4%) and ELA I (-3%) from last year. Compared to the state as a whole, Taylor High School students performed above the state average in Biology (+3%), near state average in ELA II (-2%) and US History (-1%), while performing more than 5% below state average in Algebra I (-12%), ELA I (-7%).

### Student Academic Achievement Strengths

Students scored near (within 2%) or above the state average in ELA II, and US History, and Biology.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. **Root Cause:** We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

## School Processes & Programs

### School Processes & Programs Summary

Taylor High School has held staff social events for staff, encouraged participation in PreAP/AP/Dual Credit coursework by underrepresented populations, implemented Restorative Discipline--a model that reduces need for state discipline days, improves climate, increases academic campus performance, and improves the overall experience on campus by creating a freshman lunch period and shortening passing periods to reduce distractions between classes. Taylor High School has also introduced new hires to skills and techniques that will aid in classroom success, has sought opportunities to retain staff by improving campus morale, implementing effective practices, and promoting career innovation. Taylor HS has provided learning opportunities to staff as well as targeted professional development.

### School Processes & Programs Strengths

On the THS campus, we work with new hires and new to profession teachers to ensure success with instructional planning and implementation. Teachers attend targeted professional development that will ensure content support, utilization of best practices in instruction, and the implementation of technology-based engaging lessons. The campus also provides a Math and Science stipend.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Communication and collaboration between teachers in a content area as well as between ESL and SPED personnel and faculty/staff needs to be improved. **Root Cause:** The need for a comprehensive plan to guide collaboration and communication vertically across a content area and between ESL/SPED personnel and faculty/staff.

## Perceptions

### Perceptions Summary

There has been a campus-wide implementation of Restorative Discipline and PBIS that has led to a marked reduction in state discipline days. Students on the THS campus are provided with computers for class at a 1:1 ratio. Applications such as Read 180/System 44, Study Island, ALEKS, Playposit, and Gradpoint are implemented across campus. Taylor High School offers parents and students the opportunity to receive information on high school graduation requirements, state assessments, and college and career planning in the fall and spring. Campus administration also provides a document breaking down the attendance laws for parents and mails it out at the beginning of the each semester. The campus also includes parents in guiding students to choose pathways by providing information on available CTE programs and classes.

### Perceptions Strengths

Restorative discipline and PBIS implementation have led to a marked reduction in state discipline days. The 1:1 computer initiative has allowed for use of a variety of platforms to increase student achievement. The campus also solicits information from the students, parents, and community members to continuously improve campus perceptions.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There was low participation across all demographics in the campus parental involvement survey. **Root Cause:** The survey was given in electronic format only and was not available in any other language, which might have been difficult to access for families that have economically disadvantaged students and/or speak another language at home.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data



- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals





Revised/Approved: August 13, 2018

**Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.**

**Performance Objective 1:** Implement PLC process on campus to improve student performance.

**Evaluation Data Source(s) 1:** CBA/Benchmark Data, STAAR/EOC Data, T-Tess Data, Instructional Walk-Throughs, PLC data meetings

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) THS will have staff attend the PLC conference so that they may become teacher leaders to help facilitate the PLC process.	2.4, 2.5, 2.6	Principals Instructional Coaches Teachers	Increase student achievement and improve teacher effectiveness.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1							
<b>Critical Success Factors</b> CSF 1 CSF 2  2) THS faculty will implement weekly PLC meetings on campus to facilitate the PLC process	2.4, 2.6	Principals Instructional Coaches Teachers	Increase student achievement				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
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**Problem Statement 1:** Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects . **Root Cause 1:** Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.

### **Student Academic Achievement**

**Problem Statement 1:** Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. **Root Cause 1:** We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

### **School Processes & Programs**

**Problem Statement 1:** Communication and collaboration between teachers in a content area as well as between ESL and SPED personnel and faculty/staff needs to be improved. **Root Cause 1:** The need for a comprehensive plan to guide collaboration and communication vertically across a content area and between ESL/SPED personnel and faculty/staff.

**Goal 1:** Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

**Performance Objective 2:** Increase overall STAAR performance to meet or exceed the state averages in all subject areas

**Evaluation Data Source(s) 2:** STAAR EOC results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Utilize TEKS Resource System and TEXGuide	2.4, 2.5	Principals Instructional Coach Teacher	Improved delivery of course content and increase in overall scores on STAAR EOC exams.				
Problem Statements: Student Academic Achievement 1							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. <b>Root Cause 1:</b> We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

**Goal 1:** Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

**Performance Objective 3:** Increase fidelity when it comes to the the implementation of the RTI processes.

**Evaluation Data Source(s) 3:** Student tracking data in the RTI process.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Monitor and regularly evaluate student success in the RTI process		Principals Instructional Coach Teachers	Increase in student performance on STAAR exams.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

**Performance Objective 3 Problem Statements:**



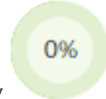

Demographics
<b>Problem Statement 1:</b> Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects . <b>Root Cause 1:</b> Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.
Student Academic Achievement
<b>Problem Statement 1:</b> Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. <b>Root Cause 1:</b> We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

**Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.**

**Performance Objective 1:** Continue to provide quality training and professional development for faculty and staff.

**Evaluation Data Source(s) 1:** STAAR Data, Benchmarks, student mental health referrals, etc.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All faculty and staff will attend MHFA training before the start of the school year.	2.6	Principals	Increased awareness of mental health issues.				
Problem Statements: School Processes & Programs 1							
<p><b>Critical Success Factors</b> CSF 6</p> 2) All CTE and paraprofessionals will attend "Stop the Bleed" training to make a difference in a life-threatening emergency by teaching them the basic techniques of bleeding control.		Principals Teacher	CTE teachers and paraprofessionals will be prepared to attend to address bleeding control in their classrooms as necessary				
3) All teachers will attend training in the TEKS Resource System and TEXGuide.	2.4, 2.5, 2.6	Principals Teachers	Increased performance on STAAR EOC exams				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
4) Advanced Placement Teachers that have not attended a training in their subject area in the past year will attend the appropriate training	2.5, 2.6	Principals	Increase in students receiving a 3 or above on College Board AP exams.  Teachers will gain confidence in their subject areas and encourage enrollment of ELL and economically disadvantaged students in AP courses				
Problem Statements: Demographics 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
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**Problem Statement 1:** Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects . **Root Cause 1:** Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.

### **Student Academic Achievement**

**Problem Statement 1:** Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. **Root Cause 1:** We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

### **School Processes & Programs**

**Problem Statement 1:** Communication and collaboration between teachers in a content area as well as between ESL and SPED personnel and faculty/staff needs to be improved. **Root Cause 1:** The need for a comprehensive plan to guide collaboration and communication vertically across a content area and between ESL/SPED personnel and faculty/staff.

**Goal 2:** Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.

**Performance Objective 2:** Increase enrollment in Advanced Placement courses of English Language learners and economically disadvantaged students.

**Evaluation Data Source(s) 2:** AP Enrollment, AP exams Scores.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Advanced Placement Teachers that have not attended a training in their subject area in the past year will attend the appropriate training</p>	2.5, 2.6	Principals AP Teachers	<p>Increase in students receiving a 3 or above on College Board AP exams.</p> <p>Teachers will gain confidence in their subject areas and encourage enrollment of ELL and economically disadvantaged students in AP courses</p>				
Problem Statements: Demographics 1							

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects . <b>Root Cause 1:</b> Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.</p>



**Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.**

**Performance Objective 1:** Increase Student Progress in becoming College, Career, and Military Readiness by 10% and have at least 5% of students earn an industry certificate.

**Evaluation Data Source(s) 1:** STAAR Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 2 CSF 4  1) Develop and Define Career and Technology Pathway at THS.	2.4, 2.5, 2.6	Principals	Additional Students in CTE classes Increase in the number of Industry Certifications Increase in the CCMR measure				
	Problem Statements: Student Academic Achievement 1						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. <b>Root Cause 1:</b> We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

**Goal 3:** Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.

**Performance Objective 2:** Continue to implement the Restorative Discipline process across the campus in order to continue to reduce office referrals.

**Evaluation Data Source(s) 2:** Campus Referral Data, Discipline records.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Continue to encourage Cohorts 1 and 2 of the campus Restorative Discipline (RD) groups to implement the RD process.	2.6	Principals RD Coordinators	Decrease in office referrals.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
2) Train and implement a 3rd Restorative Discipline Cohort.	2.6	Principals RD coordinators	Reduction in office referrals.				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects . <b>Root Cause 1:</b> Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.
School Processes & Programs
<b>Problem Statement 1:</b> Communication and collaboration between teachers in a content area as well as between ESL and SPED personnel and faculty/staff needs to be improved. <b>Root Cause 1:</b> The need for a comprehensive plan to guide collaboration and communication vertically across a content area and between ESL/SPED personnel and faculty/staff.

**Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.**

**Performance Objective 1:** THS will implement at least 2 of the Critical Success Factors.

**Evaluation Data Source(s) 1:** Family and Community Engagement Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7  1) Implement the PLC process and use the data gained to to drive instruction throughout the year.	2.4, 2.5, 2.6	Principals Instructional Coaches Department Chairs	Increase Student Achievement Improve Teacher Effectiveness				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Increase Family and Community Engagement activities across the campus by soliciting parent and student involvement campus planning.	3.1, 3.2	Principals	Provide more opportunities for parents and community members to be involved in the educational process.				
Problem Statements: Perceptions 1 Funding Sources: 211 Title 1 Part A - 0.00							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Students performed more than 5% below the state average on the Algebra I and English I End-of-Course Exams. <b>Root Cause 1:</b> We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Communication and collaboration between teachers in a content area as well as between ESL and SPED personnel and faculty/staff needs to be improved. <b>Root Cause 1:</b> The need for a comprehensive plan to guide collaboration and communication vertically across a content area and between ESL/SPED personnel and faculty/staff.
<b>Perceptions</b>
<b>Problem Statement 1:</b> There was low participation across all demographics in the campus parental involvement survey. <b>Root Cause 1:</b> The survey was given in electronic format only and was not available in any other language, which might have been difficult to access for families that have economically disadvantaged students and/or speak another language at home.

## System Safeguard Strategies

Goal	Objective	Strategy	Description
4	1	1	Implement the PLC process and use the data gained to to drive instruction throughout the year.

## Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Nicole Purser	Committee Member 2016-2019
District-level Professional	Larry Robbins	Committee Member 2016-2019
Classroom Teacher	James Casselman	Committee Member 2016-2019
Classroom Teacher	Magdalena Zavala	Committee Member 2017-2020
Classroom Teacher	Jean Barnett	Committee Member 2017-2020
Classroom Teacher	Dawn Fischer	Committee Member 2016-2019
Classroom Teacher	To Be Determined	Committee Member 2018-2021
Parent	Jeffrey Simien	Committee Member 2016-2019
Parent	Joshua Sumpter	Committee Member 2017-2020
Business Representative	Travis Hightower	Committee Member 2016-2019
Business Representative	Jonathan Rose	Committee Member 2016-2019
Community Representative	Ron Werner	Committee Member 2016-2019
Community Representative	Alan Gonzalez	Committee Member 2016-2019

# Campus Funding Summary

211 Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

## APPENDIX

### Taylor Independent School District

#### STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<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>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
<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)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
<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> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC



<ul style="list-style-type: none"> <li>Recidivism rates</li> </ul>			
<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)	Superintendent	Local Board Policy
<b>5. Dropout Prevention</b>	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
<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)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
<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)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		504 Special Programs Director	504 Handbook

<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <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> <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> </ul> </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>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Career and Technical Education Director  Chief Academic Officer  Secondary Principals  Secondary Counselors</p>	<p>CTE Handbook  Counselors Office</p>
<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>	<p>ESSA Statutes</p>	<p>Deputy Superintendent of Principals  Chief Academic Officers  Principals</p>	<p>Attending Job Fairs  Retention Rate  Campus Climate Surveys</p>
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	<p>TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)</p>	<p>Campus Principals</p>	<p>Staff Handbook  CPS website</p>
<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:</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1,</p>	<p>Deputy Superintendent</p>	<p>Partnership with St. David's and Bluebonnet Trails</p>

<ul style="list-style-type: none"> <li>o Early mental health intervention</li> <li>o Mental health promotion and positive youth development</li> <li>o Substance abuse prevention</li> <li>o Substance abuse intervention</li> <li>o 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>Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Principals</p> <p>Counselors</p> <p>Social Workers</p>	
<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>o Suicide prevention including parent/guardian notification procedure</li> <li>o Conflict resolution programs</li> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Deputy Superintendent</p> <p>Campus Principals</p>	<p>Student Code of Conduct</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)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Education Director</p>	<p>Special Education Handbook</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p> <p>Director of Instructional Technology</p>	<p>TEAMS</p> <p>District Servers</p>