

# Taylor Independent School District

## T.H. Johnson Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Reading/English Language Arts



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

# **Mission Statement**

"Taylor ISD is preparing every student to compete in a global society through a premium educational experience and strong partnerships."

# **Vision**

"Relentless in the pursuit of educational excellence so that Taylor ISD will be the district of choice as we pursue educational excellence."

# **Value Statement**

Our core values are relationships, innovation, passion, and excellence.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

T.H. Johnson has a total enrollment of 375 students (including Headstart). The school is a Pre-Kindergarten and Kindergarten campus, with a student population consisting of: 0.27% Asian, 9% African American, 63% Hispanic, and 25% Anglo. 92% of the student population at T.H. Johnson is in regular education and 8% qualify for Special Education services. 0.005% of the school population is migrant students. 23% of the student population is English Language Learners with 15% of the population who receive instruction in a language other than English. 74.6% of the student population is economically disadvantaged and qualify for free or reduced lunch. T.H. Johnson qualifies as a school wide Title 1 campus. Title 1 funds, as well as all other federal and state funds are supplemental to other funds available to T.H. Johnson Elementary School.

### Demographics Strengths

T.H. Johnson provides Pre-Kindergarten to 152 students. In addition to providing free Pre-K for those who qualify, we also offer tuition-based Pre-K. In the past two years, our tuition-based enrollment has increased from 7 students to 25 for the 2018-2019 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There are many families in the district who are not aware of the Pre-K program we offer. **Root Cause:** We need to increase advertisement of our program in the community through doctor's offices and churches.

## Student Academic Achievement

### Student Academic Achievement Summary

Pre-K students are assessed with the CIRCLE assessment: Letter naming = 85%, Vocabulary = 63%, PA Overall = 90%, Math Overall = 95%

Kinder students are assessed with the TPRI assessment for Reading: Letter naming = 97%, Letter to sound linking = 93%, Blending Phonemes = 93%, Listening Comprehension = 83%

Kinder Tejas Lee (Spanish): Letter naming = 100%, Letter sounds = 100%, Blending Phonemes = 94%, Listening Comprehension = 88%

Kinder Math screener (local assessment): Oral counting = 82%, Number ID = 71%, Quantity Discrimination = 70%, Missing number = 74%

Pre-K CBA Reading: All = 90%, Spanish = 86%

Pre-K CBA Math: All = 93%, Spanish = 93%

Kinder CBA Reading: All = 89%, Spanish = 100%

Kinder CBA Math: All = 92%, Spanish = 97%

Kinder DRA: 57% at or above Level 6 (district goal for EOY Kinder), 78% at or above Level 4 (DRA EOY suggestion)

### Student Academic Achievement Strengths

Students at T.H. Johnson have consistently done well on summative assessments.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** EOY DRA scores have remained consistent over the past two years. Level 6 and up scores improved one percentage point and Level 4 and up scores remained the same. **Root Cause:** Guided Reading and Balanced Literacy need to be improved through targeted professional development and coaching.

## School Processes & Programs

### School Processes & Programs Summary

Pre-K at T.H. Johnson meets the requirements for a Highly Qualified Pre-K Program according to TEA. Full-day Pre-K, partnered with Head Start, and tuition-based Pre-K is offered. The curriculum used is the Owl. Assessment is Circle through CLI Engage.

Kindergarten uses the TEKS Resource System, implements Balanced Literacy, and Guided Reading. Assessment is done with TPRI, DRA, and a local math screener.

All teachers at T.H. Johnson are highly qualified. The instructional coach provides mentoring and professional development all year long.

Professional Learning Communities meet weekly to prepare high quality lessons and use data to drive instruction.

### School Processes & Programs Strengths

Support is provided to the teachers through mentoring and the instructional coach. The school administration focuses on age-appropriate best practices and leads the campus in implementation of those practices. Multiple opportunities for parent involvement are provided throughout the school year.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** PLCs in the past have been more of a data dig meeting and not a collaborative planning meeting. **Root Cause:** Lack of training in the PLC process and a continuation of old practices.

## Perceptions

### Perceptions Summary

We believe a positive work environment helps motivate teachers to strive for improvement.

A positive culture is created through support for staff by the administration. Frequent celebrations (shout-outs), tokens of appreciation (soft drinks on Thursdays, treats on Mondays), positive attitudes, and an open door policy help foster this environment.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We need to build more teacher leaders and tap into the experts we have on campus. **Root Cause:** Teachers hesitate to share their knowledge with others and step outside their comfort zone.

# Comprehensive Needs Assessment Data Documentation

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




# Goals

**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:** Improve Tier 1 instruction of the Guided Reading component in Balanced Literacy in Kindergarten, and implementing Guided Reading to differentiate for advanced students who are in Pre-K including library literacy programs for all students.

**Evaluation Data Source(s) 1:** EOY DRA data for Kinder  
For Pre-K, use BOY DRA data from Kinder to assess Kindergarten readiness

**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 7  1) Foundations phonics training for all Kindergarten teachers.	2.4, 2.5, 2.6	DRA scores CBA data  Campus Principal	Increased reading scores on summative assessments				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title 1 Part A - 0.00, 255 Title II Supporting Effective Instruction - 0.00			
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Empowering Writers training for all Kindergarten teachers that is aligned K-8.	2.4, 2.5, 2.6	MOY and EOY Kinder writing assessment  Campus Principal	Increased writing ability in 1st grade.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00			
							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
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**Problem Statement 1:** EOY DRA scores have remained consistent over the past two years. Level 6 and up scores improved one percentage point and Level 4 and up scores remained the same.  
**Root Cause 1:** Guided Reading and Balanced Literacy need to be improved through targeted professional development and coaching.

**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:** Campus Leadership Team attended the PLC Conference in the summer and will facilitate Collaborative Team Meetings weekly to identify best practices for improving student learning.

**Evaluation Data Source(s) 2:** Kinder DRA and TPRI  
Pre-K Circle

**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 CSF 3 CSF 7  1) Develop collaborative grade level teams at Pre-K and Kinder that meet weekly to discuss data, best practices for improved instruction, and plan for interventions.	2.4, 2.5, 2.6	CBAs each 9 weeks.  Campus Principal and CLT	Increased student learning.				
				Problem Statements: School Processes & Programs 1 - Perceptions 1			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  2) Campus Interventionist will collaborate with teachers through the RTI process to provide strategic interventions for struggling students.	2.4, 2.5, 2.6	RTI data Progress Monitoring  Campus Principal	Student achievement will increase.				
				Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: 211 Title 1 Part A - 0.00			

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> EOY DRA scores have remained consistent over the past two years. Level 6 and up scores improved one percentage point and Level 4 and up scores remained the same. <b>Root Cause 1:</b> Guided Reading and Balanced Literacy need to be improved through targeted professional development and coaching.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> PLCs in the past have been more of a data dig meeting and not a collaborative planning meeting. <b>Root Cause 1:</b> Lack of training in the PLC process and a continuation of old practices.

## Perceptions

**Problem Statement 1:** We need to build more teacher leaders and tap into the experts we have on campus. **Root Cause 1:** Teachers hesitate to share their knowledge with others and step outside their comfort zone.

**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:** Maintain requirements for a Highly Qualified Pre-K Program at T.H. Johnson Elementary.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

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 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) The instructional coach will provide individual and grade level professional development and coaching on the implementation of the Pre-K Guidelines and best instructional practices.</p>	2.4, 2.5, 2.6	Coaching records Campus Principal	Teachers will improve their instructional practices which will result in higher student learning.				
<p>Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: 199 State Compensatory Education - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>2) T.H. Johnson will partner with Head Start to provide quality Pre-K.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principal	Increased student achievement.				
<p>Problem Statements: Demographics 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Maintain 11:1 student:teacher ratio in Pre-K classes by adding and Instructional Aide in each class. Head Start funds 6 of the IAs, Title funds pay for the other 3.</p>	2.4, 2.5, 2.6	Campus Principal	Increased student achievement.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title 1 Part A - 0.00</p>							

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There are many families in the district who are not aware of the Pre-K program we offer. <b>Root Cause 1:</b> We need to increase advertisement of our program in the community through doctor's offices and churches.</p>
Student Academic Achievement

**Problem Statement 1:** EOY DRA scores have remained consistent over the past two years. Level 6 and up scores improved one percentage point and Level 4 and up scores remained the same.

**Root Cause 1:** Guided Reading and Balanced Literacy need to be improved through targeted professional development and coaching.

### Perceptions

**Problem Statement 1:** We need to build more teacher leaders and tap into the experts we have on campus. **Root Cause 1:** Teachers hesitate to share their knowledge with others and step outside their comfort zone.

**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:** Provide targeted professional development in order to support, develop, and retain staff.

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

**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 4 CSF 6 CSF 7 1) The instructional coach will provide professional development and coaching to all teachers on campus.	2.4, 2.5, 2.6	Campus Principal	Improved instruction which results in improved student learning.				
Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: 199 State Compensatory Education - 0.00							
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7 2) New teachers are partnered with a mentor teacher on campus and received Duck Club individual guidance from the instructional coach.	2.4, 2.5	Campus Principal	Increased teacher retention.				
Problem Statements: Perceptions 1 Funding Sources: 199 General Funds - 0.00							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> EOY DRA scores have remained consistent over the past two years. Level 6 and up scores improved one percentage point and Level 4 and up scores remained the same. <b>Root Cause 1:</b> Guided Reading and Balanced Literacy need to be improved through targeted professional development and coaching.
<b>Perceptions</b>
<b>Problem Statement 1:</b> We need to build more teacher leaders and tap into the experts we have on campus. <b>Root Cause 1:</b> Teachers hesitate to share their knowledge with others and step outside their comfort zone.

**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:** Provide multiple opportunities to prepare students for a variety of future learning environments.

**Evaluation Data Source(s) 1:** Teacher lesson plans

**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 4 1) Grade level computer labs and science labs provide hands-on opportunities for learning.	2.4, 2.5, 2.6	Lesson Plans  Campus Principal and Instructional Coach	Increased student achievement.				
Funding Sources: 199 General Funds - 0.00							
<b>Critical Success Factors</b> CSF 1 CSF 4 2) Teachers will incorporate free-choice centers daily for 30-45 minutes to provide opportunities for social skills development, academic practice, and intervention.	2.4, 2.5, 2.6	Lesson plans  Campus Principal and Instructional Coach	Increased student achievement and improved social skills.				
3) Transition Plans for school entry, Pre-K to Kinder, and Kinder to 1st Grade.	2.4, 2.5, 2.6, 3.2	Campus Principal and CLT	Minimize transition effects on students.				



**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:** Improve the quality of instruction in order to maximize student learning.

**Evaluation Data Source(s) 1:** CBAs, Circle, TPRI, DRA

**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 6 CSF 7  1) Improve the use of data to drive instruction through the PLC process.	2.4, 2.5	Campus Principal CLT	Increase student achievement. Improve teacher effectiveness.				
Problem Statements: School Processes & Programs 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> PLCs in the past have been more of a data dig meeting and not a collaborative planning meeting. <b>Root Cause 1:</b> Lack of training in the PLC process and a continuation of old practices.

# Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
199 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	2			\$0.00
1	3	3	Teaching Salaries		\$0.00
<b>Sub-Total</b>					\$0.00
255 Title II Supporting Effective Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
4	1	1			\$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>