

**Taylor Independent School District**  
**Taylor High School**  
**2019-2020 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: July 25, 2019

## 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 802 students enrolled at Taylor High School as of the end of the 2018-2019 school year. The school was 0.12% Native Hawaiian/Other Pacific Islander, 7.65% Black/African American, 0.24% Asian, 62.21% Hispanic/Latino, 26.97% White, and 2.79% Two or More Races. The school was 47% female and 53% Male. 59.35% of those students are Economically Disadvantaged, 17.45% are English Learners, 46.75% are labeled At-Risk, and 12.84% are a part of Special Education. Taylor High School is a Title I School-wide Program campus.

### Demographics Strengths

Attendance for the past year is at 95%. THS also 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. New growth and housing developments bringing new students. A greatly increased number of students attending after school tutorials with the implementation of an after school tutorial bus.

### 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 Achievement

## Student Achievement Summary

Students achieving at least approaches grade level performance on the STAAR end of course exams for the Spring of 2019 were as follows: Algebra I (56%), Biology (82%), US History (91%), ELA I (54%), ELA II (51%). Student passing rates at Taylor High School went up in Biology (+1%) and US History (+1%) and English I (+5%) while going down in Algebra (-6%), English II (-11%). Compared to the state as a whole, Taylor High School students performed below state averages in Algebra I (-28%), Biology (-6%), English I (-9%), English II (-16%), and US History (-2%).

## Student Achievement Strengths

Students scored near (within 2%) of the state average in US History and improved passing percentages in Biology, US History, and English I as compared to last year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students performed significantly (28%) below the state average on the Algebra I End-of-Course Exam. **Root Cause:** Inconsistencies in teaching in Algebra I classes during the 2018-2019 school year and the need for more targeted interventions.

**Problem Statement 2:** Students performed below the state average on the English I and English II End-of-Course Exam. **Root Cause:** Need to properly identify students that are struggling throughout the school year for targeted interventions.

**Problem Statement 3:** No growth in most subject areas for students reaching the "meets expectations" level on the Algebra and English II End-of-course exams **Root Cause:** Lack of a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

# School Culture and Climate

## School Culture and Climate Summary

Taylor High School places great importance on school safety. Effective procedures are in place to promote safety. All exterior doors are locked throughout the day and access requires an ID badge. There is a secure vestibule to enter the building where guests must provide identification and be run through the Raptor system before being allowed into the building. Fire drills are held monthly and other drills including severe weather, lockdowns, lockouts, and shelter-in-place are held on a regular basis. All classrooms are supplied with the TISD Emergency Procedures Guidelines. The campus and district has also implemented the use of the CrisisGo system that allows teachers, staff, and administration to receive campus alerts and communicate.

Effective procedures are in place to promote safety and a support thriving campus culture across the campus. Students feel safe on campus and as evidenced by two campus students surveys on safety done throughout the year. At the beginning of every year, teachers are trained in the proper safety procedures on campus and teachers are evaluated during each drill for safe and effective practices.

The campus safety audit reveals that the campus performs well across the board in all areas. Recommendations were made on the campus safety audit to upgrade the windows for tornado safety purposes as well as educate students, faculty, and staff as to the proper procedure for opening exterior doors for unidentified people.

A survey was sent out to all THS parents at the end of the school year. There were 37 responses (<5% of population) received after an all-call, an email and posting of the information on the school website. 29.7% of respondents were 9th grade parents, 27% were 10th grade parents, 37.8% were 11th grade and 5.5% were seniors. The survey showed that parents want an increase in positive communication and contact with home as well as more opportunities for parents and teachers to interact on a regular basis.

## School Culture and Climate Strengths

The use of the CrisisGo platform and fidelity in the implementation of a campus-wide safety policy has positively impacted campus culture and climate as well as improving safety across the board. The use of a common system with regular training for all staff ensures that all are prepared for campus emergencies.

The survey results show that parents feel that the campus is safe and inviting.

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 sends it out at the beginning of the each semester. The campus also includes information for parents to guide students in choosing pathways by providing information on available CTE programs and classes.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus **Root Cause:** Greater awareness of mental health concerns/issues.

**Problem Statement 2:** Low parent participation in school related non-athletic activities

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Taylor High School strives to recruit and retain highly qualified and effective teachers. Taylor ISD provides staff with employer covered basic healthcare for the employee and implemented a 2% increase on the midpoint for salaries. 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 by providing teachers with opportunities to obtain additional certifications such as ESL and SPED.

98% of teachers are certified to teach the content area that they are teaching as well as 91% of teachers have 2 or more years experience teaching. 98% of all teachers were rated proficient or higher on T-TESS.

Teachers participate in weekly PLC meetings with their departments using data-driven instructional practices and collaboration to improve classroom instruction and student retention of material.

## Staff Quality, Recruitment, and Retention Strengths

98% of all teachers rated as effective teachers as well as 91 percent of teachers having two or more years of experience in the profession. Grants are provided to teachers through the Taylor Educational Enrichment (TEE) Foundation that allow teachers to create innovative lesson and allow students to prepare for advanced certification exams. THS also offers teachers of Math and Science a graduated stipend based on years of experience.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Difficulty in recruitment of highly qualified teachers. **Root Cause:** Rural location and salaries are a significant factor in teacher recruitment as well as retention

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Taylor High school utilizes the TEKS Resource System as a resource to provide all students with a guaranteed viable curriculum. THS utilizes Professional Learning Communities to engage in data driven instruction. The process allows teacher to analyze and develop assessments as well as inform instructional decisions. The campus instructional coach supports and enhances the process by sharing and helping in implementation of various instructional strategies. All students including underrepresented populations are encouraged to participate in PreAP/AP/Dual Credit coursework.

The THS special education department prides itself in expanding the learning opportunities for LifeSkills students through the implementation of a work skills program as well as the creation of a partner PE program.

Taylor HS CTE also provides students with a wide variety of career and technology pathways with certifications offered in \_\_\_\_\_ .

	Pathway	Freshman Year 1st Course	Sophomore Year 2nd Course	Junior Year 3rd Course	Senior Year 4th Course	Related Electives
Career Cluster: Agriculture, Food and Natural Resources						
Business & Industry	Wildlife Fisheries	Principles of Agriculture	Wildlife, Fisheries and Ecology Management	Veterinary Medical Application	Advanced Animal Science	General Emp, Career Prep
	Animal Science	Principles of Agriculture	Livestock Production	Veterinary Medical Application	Advanced Animal Science/Practicum	General Emp, Career Prep
	Floral Design	Principles of Agriculture	Floral Design	Advanced Floral Design (P)	Practicum in Floral Design (P) *Level 1 Floral Certification	General Emp, Career Prep
Career Cluster: Arts, Audio/Video Technology and Communications Cluster						



	Pathway	Freshman Year 1st Course	Sophomore Year 2nd Course	Junior Year 3rd Course	Senior Year 4th Course	Related Electives
Business & Industry	Audio/Video Production	Principles of Art, Audio Video Teach & Communications	Audio Video Production	Advanced Audio Video Production (P)		Comm Photo, ProfComm, Art, DIM, General Emp, Career Prep
	Commercial Photography	Principles of Art, Audio Video Teach & Communications	Commercial Photography	Advanced Commercial Photography (P)		A/V Productions, ProfComm, Art, DIM, General Emp, Career Prep
	Information Technology	Principles of Information Technology	Computer Maintenance	Networking	Practicum in Information Technology (P)	A/V Productions, ProfComm, Art, DIM, General Emp, Career Prep
	Graphic Design	Principles of Art, Audio Video Teach & Communications	Graphic Design	Advance Graphic Design (P)		A/V Productions, ProfComm, Art, DIM, General Emp, Career Prep
Career Cluster: Health Science Cluster						
Public Service	Health Science	Principles of Health Science	Health Science Theory	Anatomy & Physiology	Practicum in Hlth Science (P) *CCMA Certification	Lifetime Nutrition & Wellness, General Emp, Career Prep, ProfComm
Career Cluster: Business Management & Administration Cluster						
Business & Industry	Business Management and Administration	Bus Info Mang. 1 *Microsoft Certification	Principles of Business Management & Administration	Business Law	Business Management	General Employabilities, ProfComm, DIM
Career Cluster: Human Services						
Public Service	Child Development	Lifetime Nutrition and Wellness	Principles of Human Services	Child Development	Child Guidance (P)	General Employabilities, ProfComm, DIM, Career Prep
Career Cluster: Hospitality and Tourism						

	Pathway	Freshman Year 1st Course	Sophomore Year 2nd Course	Junior Year 3rd Course	Senior Year 4th Course	Related Electives
Business & Industry	Culinary Arts	Lifetime Nutrition and Wellness	Principles of Human Services	Food Science Culinary Arts Restaurant Management	Advanced Culinary Arts Practicum in Culinary Arts (P)	General Employabilities, Career Prep, ProfComm,
Career Cluster: Manufacturing						
Business & Industry	Welding	Principles of Agriculture	Agriculture Mechanics and Metal Technology	Welding 1 (P) *AWS SMAW 3&4G Limited Thickness Certification	Welding 2 (P) *AWS GMAW & FCAW 3G Limited Thickness Certification	General Employabilities, Career Prep, ProfComm,
	Electrical	Principles of Agriculture	Agriculture Mechanics	Agriculture Structures, Design, and Fabrication (P)	Practicum in Electrical (P)	General Employabilities, Career Prep, ProfComm,
	Plumbing	Principles of Agriculture	Agriculture Mechanics	Agriculture Structures, Design, and Fabrication (P)	Practicum in Plumbing (P)	General Employabilities, Career Prep, ProfComm,
	Carpentry	Principles of Agriculture	Agriculture Mechanics	Agriculture Structures, Design, and Fabrication (P)	Practicum in Carpentry (P)	General Employabilities, Career Prep, ProfComm,
Career Cluster: Transportation, Distribution and Logistics						
Business & Industry	Automotive	Principles of Agriculture (Recommended)	Energy, Power, Transportation & Logistics	Automotive Technology (P)	Automotive Tech 2 (P) / Practicum in Auto Tech	General Employabilities, Career Prep, ProfComm,
Career Cluster: Science, Technology, Engineering and Mathematics						
STEM	Engineering	Principles of Applied Engineering	Engineering Design	Problems & Solution (P) / Problems & Solutions 2		General Employabilities, Career Prep, ProfComm,

THS students have the opportunity to be involved in Advanced Placement courses and exam and we offer a Saturday SAT as well as school day TSI, PSAT, and ASVAB tests. The goal is to increase the number of students that are college and career ready.

## **Curriculum, Instruction, and Assessment Strengths**

THS has created and defined several new career and technology pathways with multiple certifications available to students in those pathways.

There has been a 10% increase in the number of THS students taking AP exams from 2018 to 2019.

Allowing students to take the TSI on campus has led to an increase in the number of students taking the exam and consequently an increase in those that are college and career ready.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** The use of a backwards planned and structured lesson plan needs to be improved across the campus. **Root Cause:** The need for more consistent enforcement of planning expectations

**Problem Statement 2:** Lack of consistent academic RtI procedures **Root Cause:** No defined process/procedure for RtI

**Problem Statement 3:** Need to continue to increase the number of students that are College, Career, Military Ready (CCMR) **Root Cause:** New programs and pathways require

**Problem Statement 4:** 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.

# Parent and Community Engagement

## Parent and Community Engagement Summary

THS has provided more opportunities for parents and community members to be involved in the educational process by soliciting input from parents at all grade levels as well as providing parents with surveys to allow their input on various topics. Communication of upcoming events and pertinent information is provided through phone and email on the campus's all-call system as well as posted and updated on the website regularly. The Campus Educational Improvement Committee meets during the year to allow community members, parents, and faculty/staff to provide input and work together towards effective solutions. A parental engagement policy is included in the campus handbook and a school-parent-student compact is provided at the beginning of the year. The school is supported by the community including the Taylor Educational Enrichment Foundation that provides teachers with grants every year.

## Parent and Community Engagement Strengths

Campus events centered on reaching out to the parents and community including Meet the Ducks, the yearly Art Showcase, Theater and Choir performances, and an Alumni Summit, focused on connecting faculty and staff with former THS graduates as part of an information and idea exchange.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Low parent attendance at academic events

**Problem Statement 2:** Low participation in the parental engagement 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.

# School Context and Organization

## School Context and Organization Summary

The campus follows a Monday-Friday 8-4:30 work day. All teachers are provided with a conference period and a 30 minute lunch period. Student lunches are staggered to accommodate facilities while maximizing instructional time on campus. The master schedule is also created in a way to prevent utilize effectively the time of all teachers. PLCS are held for the core content areas weekly on Wednesdays during departmental planning periods. Tutorials are also provides from 8-8:30 in the morning and on Monday, Wednesday, and Thursday from 4:00-5:00PM witha bus provided to students that may not have otherwise been able to attend due to transportation concerns. The campus also has a yearly summer school that lasts for most of the month of June to provide students with the opportunity to recover credits lost during the previous school year.

There was an increase in discipline referrals over the last school year which had been down from the year before.

### **2018/19**

9th - 417

10th - 279

11th - 266

12th - 115

*Total - 1,077*

### **2017/18**

9th - 265

10th - 201

11th - 150

12th - 53

*Total - 669*

### **2016/17**

9th - 419

10th - 401

11th - 90

12th - 42

*Total - 952*

The campus has encouraged the use of a Restorative Discipline program to reduce the amount of time that students are removed from the classroom. Restorative Discipline is a model that reduces need for state discipline days, improves climate, increases academic campus performance.

The campus has a comprehensive school safety plan that is shared with faculty and staff. There are also cameras throughout the building in common areas and all exterior doors are locked. There is also a handheld and full body metal detector used on campus. There are clear and concise emergency procedures in place as well as a close partnership with emergency response personnel including the use of the CrisisGo platform that enables first responders, teachers, staff and administrators to notify and stay in contact during emergency situations.

The master schedule has also been designed to maximize the amount of time spent in instruction as well as eliminate gaps in teacher schedules. Instruction is protected from unnecessary interruptions?

### **School Context and Organization Strengths**

Comprehensive school safety plan with the use of the CrisisGo platform for emergency response and anonymous bullying reports. Protected instructional time for all teachers.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Increase in discipline referrals **Root Cause:** Key RD personnel leaving the campus as well as no Cohort 3 training to introduce new teachers to the RD process.

# Technology

## Technology Summary

Taylor High School places a high priority on technology throughout the campus. All students participate in a campus-wide 1:1 technology initiative. All students are provided with a school issued Apple Macbook to use throughout the school year. This allows all teachers to focus on a blended classroom plan as well as use platforms such as Google Classroom and Schoology to bridge the gap between school and home by allowing students and parents to access assignments, calendars, grades, and instructional materials (textbook and supplemental).

## Technology Strengths

1:1 computer ratio. The use of online platforms to organize and extend the learning process. Wireless internet access for all school computers on campus.

The use of the CrisisGo platform to communicate between faculty, staff, administration, and first responders during emergency situations.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Need for staff to be trained in new and upcoming technologies such as Remind, Thought Exchange, etc **Root Cause:** Ever changing and evolving technology.

# Priority Problem Statements

**Problem Statement 1:** Students performed significantly (28%) below the state average on the Algebra I End-of-Course Exam.

**Root Cause 1:** Inconsistencies in teaching in Algebra I classes during the 2018-2019 school year and the need for more targeted interventions.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Students performed below the state average on the English I and English II End-of-Course Exam.

**Root Cause 2:** Need to properly identify students that are struggling throughout the school year for targeted interventions.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The use of a backwards planned and structured lesson plan needs to be improved across the campus.

**Root Cause 3:** The need for more consistent enforcement of planning expectations

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** No growth in most subject areas for students reaching the "meets expectations" level on the Algebra and English II End-of-course exams

**Root Cause 5:** Lack of a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Lack of consistent academic RtI procedures



**Root Cause 6:** No defined process/procedure for RtI

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** Low parent attendance at academic events

**Root Cause 7:**

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** Taylor High School has a growing ELL and economically disadvantaged population that will require additional support in all subjects .

**Root Cause 8:** Growth of the city of Taylor as well as a below average exit rate among students in the school's ELL program.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Difficulty in recruitment of highly qualified teachers.

**Root Cause 9:** Rural location and salaries are a significant factor in teacher recruitment as well as retention

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 10:** Low participation in the parental engagement survey.

**Root Cause 10:** 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.

**Problem Statement 10 Areas:** Parent and Community Engagement

**Problem Statement 11:** Increase in discipline referrals

**Root Cause 11:** Key RD personnel leaving the campus as well as no Cohort 3 training to introduce new teachers to the RD process.

**Problem Statement 11 Areas:** School Context and Organization

**Problem Statement 12:** An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus

**Root Cause 12:** Greater awareness of mental health concerns/issues.

**Problem Statement 12 Areas:** School Culture and Climate

**Problem Statement 13:** Need to continue to increase the number of students that are College, Career, Military Ready (CCMR)

**Root Cause 13:** New programs and pathways require

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 14:** Need for staff to be trained in new and upcoming technologies such as Remind, Thought Exchange, etc

**Root Cause 14:** Ever changing and evolving technology.

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Low parent participation in school related non-athletic activities

**Root Cause 15:**

**Problem Statement 15 Areas:** School Culture and Climate

# 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
- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **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

**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:** Increase the fidelity of the implementation of the PLC process to 100% across all subject areas.

**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
				Oct	Jan	Mar	June
1) THS administration and instructional coach will closely monitor the PLC process through weekly walkthroughs of - PLC groups.	2.4, 2.5, 2.6	Principals Instructional Coaches Teachers	Increase student achievement and improve teacher effectiveness.				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1						
2) THS faculty will continue to implement weekly PLC meetings on campus focused on data-driven instruction.	2.4, 2.6	Principals Instructional Coaches Teachers	Increase student achievement and improve teacher effectiveness.				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3						
							

**Performance Objective 1 Problem Statements:**

## Demographics

**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 Achievement

**Problem Statement 1:** Students performed significantly (28%) below the state average on the Algebra I End-of-Course Exam. **Root Cause 1:** Inconsistencies in teaching in Algebra I classes during the 2018-2019 school year and the need for more targeted interventions.

**Problem Statement 2:** Students performed below the state average on the English I and English II End-of-Course Exam. **Root Cause 2:** Need to properly identify students that are struggling throughout the school year for targeted interventions.

**Problem Statement 3:** No growth in most subject areas for students reaching the "meets expectations" level on the Algebra and English II End-of-course exams **Root Cause 3:** Lack of a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** The use of a backwards planned and structured lesson plan needs to be improved across the campus. **Root Cause 1:** The need for more consistent enforcement of planning expectations


**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:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Encourage all teachers to utilize the TEKS Resource System and TEXGuide and train new teacher in the use of these resources.	2.4, 2.5	Principals Instructional Coach Teacher	Improved delivery of course content and increase in overall scores on STAAR EOC exams.				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1							
<b>TEA Priorities</b> Build a foundation of reading and math 2) Implement interventions for struggling students both during school and before/after school.	2.4, 2.5, 2.6	Campus administration/instructional coaches	Provide data to direct targeted instruction to struggling students on campus.				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3							
3) Utilize the designated PLC time to review data from common formative and summative assessments as well as state provided interim assessments.	2.4, 2.5, 2.6	Principals Instructional Coaches Department Chairs	Provide information that will allow teachers to modify instruction appropriately to meet the needs of all students.				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3							
							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<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 Achievement

**Problem Statement 1:** Students performed significantly (28%) below the state average on the Algebra I End-of-Course Exam. **Root Cause 1:** Inconsistencies in teaching in Algebra I classes during the 2018-2019 school year and the need for more targeted interventions.

**Problem Statement 2:** Students performed below the state average on the English I and English II End-of-Course Exam. **Root Cause 2:** Need to properly identify students that are struggling throughout the school year for targeted interventions.

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### Curriculum, Instruction, and Assessment

**Problem Statement 1:** The use of a backwards planned and structured lesson plan needs to be improved across the campus. **Root Cause 1:** The need for more consistent enforcement of planning expectations

**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 through the implementation of a district-wide RtI handbook.

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

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Monitor and regularly evaluate student success in the RTI process		Principals Instructional Coach Teachers	Increase in student performance on STAAR exams.				
2) Provide an after school tutorial bus and provide after school tutorials for students both in RtI and those that are not.	2.4, 2.6	Principals Instructional Coach Teachers	Increase student grades and performance on STAAR exams.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue





**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 4:** Encourage Student academic growth and effective teaching though the implementation of a comprehensive lesson planning initiative focused on backwards planning.

**Evaluation Data Source(s) 4:** Administration checks, Instructional specialist checks, Interim assessment data, STAAR EOC data.

**Summative Evaluation 4:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Check lesson plans for all teachers weekly to ensure that they are completed and at the appropriate rigor.	2.4, 2.5, 2.6	Principals Instructional Coach Department Chair	Rigorous and relevant instruction at all levels focused on backwards planning from the assessment.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
2) Assist teachers that are struggling with lesson plans with resources and strategies to improve process/procedure.	2.4, 2.5, 2.6	Principals Instructional Coaches	Rigorous and relevant instruction at all levels focused on backwards planning from the assessment.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**


<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> The use of a backwards planned and structured lesson plan needs to be improved across the campus. <b>Root Cause 1:</b> The need for more consistent enforcement of planning expectations

## 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
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide targeted Professional development on new technologies and software.	2.4, 2.5, 2.6	Principals	Increased student achievement				
	<b>Problem Statements:</b> Technology 1						
2) Provide faculty and staff with CRASE/Mental Health training before the start of the year	2.6	Principals	Faculty and staff will be prepared to respond to crisis situations.				
	<b>Problem Statements:</b> School Culture and Climate 1						
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				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2, 3						
4) Advanced Placement Teachers that have not attended a training in their subject area in the past year will attend the appropriate training when possible.	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				
	<b>Problem Statements:</b> Student Achievement 3						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Provide an opportunity for teachers to become SPED/ESL certified	2.6	School Administration	With more teachers ESL/SPED certified we would be able to have more flexibility in scheduling and reduce the monitor teacher to student ratio.				
							

## Performance Objective 1 Problem Statements:

### Demographics

**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 Achievement

**Problem Statement 1:** Students performed significantly (28%) below the state average on the Algebra I End-of-Course Exam. **Root Cause 1:** Inconsistencies in teaching in Algebra I classes during the 2018-2019 school year and the need for more targeted interventions.

**Problem Statement 2:** Students performed below the state average on the English I and English II End-of-Course Exam. **Root Cause 2:** Need to properly identify students that are struggling throughout the school year for targeted interventions.

**Problem Statement 3:** No growth in most subject areas for students reaching the "meets expectations" level on the Algebra and English II End-of-course exams **Root Cause 3:** Lack of a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. We are in the developing stage of creating effective systems to allow teachers to collaborate to address student learning gaps and performance deficiencies.

### School Culture and Climate

**Problem Statement 1:** An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus **Root Cause 1:** Greater awareness of mental health concerns/issues.

### Technology


**Problem Statement 1:** Need for staff to be trained in new and upcoming technologies such as Remind, Though Exchange, etc **Root Cause 1:** Ever changing and evolving technology.

**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
				Oct	Jan	Mar	June
1) 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 AP Teachers	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				
2) Increase visibility of the AP program through the use of technology such as the website and through the counselors during registration for the next school year.	2.4, 2.5, 2.6	Principals Counselors	Increased enrollment in Advanced Placement courses of English Language learners and economically disadvantaged students.				
<b>Problem Statements:</b> Student Achievement 3							
							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 3:</b> No growth in most subject areas for students reaching the "meets expectations" level on the Algebra and English II End-of-course exams <b>Root Cause 3:</b> Lack of a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity. 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 1:** Increase Student Progress in becoming College, Career, and Military Ready by 10% and have at least 5% of students earn an industry certificate.

**Evaluation Data Source(s) 1:** CCMR tracker data.

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 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				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3						
<b>TEA Priorities</b> Connect high school to career and college 2) THS will continue to be a TSI test site with all costs for the test being covered by the district.	2.5, 2.6	Principals Counselors	Increased registration and success/performance on the TSI test.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3						
<b>TEA Priorities</b> Connect high school to career and college 3) Utilize supplemental materials/technology provided by the district to support Career and Technical Programs as well as student certifications.	2.4	Principals Counselors	Increased student achievement and increased certifications.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3						
							

## Performance Objective 1 Problem Statements:

**Curriculum, Instruction, and Assessment**

**Problem Statement 3:** Need to continue to increase the number of students that are College, Career, Military Ready (CCMR) **Root Cause 3:** New programs and pathways require



**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
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 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.				
	<b>Problem Statements:</b> School Context and Organization 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Train and implement additional staff including new hires in Restorative Discipline.	2.6	Principals RD coordinators	Reduction in office referrals.				
	<b>Problem Statements:</b> School Context and Organization 1						

**Performance Objective 2 Problem Statements:**

<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Increase in discipline referrals <b>Root Cause 1:</b> Key RD personnel leaving the campus as well as no Cohort 3 training to introduce new teachers to the RD process.

## Goal 4: Provide all students a safe environment that values input from a variety of stakeholders so that student can reach their full potential.

**Performance Objective 1:** Provide faculty and staff with quality training targeted at campus safety and mental health awareness.

**Evaluation Data Source(s) 1:** Campus PD schedule, Eduphoria.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Continued training and updates will be provided to all faculty and staff over campus safety plans and mental health first aid.		Principals	Emergency preparedness				


**Goal 4:** Provide all students a safe environment that values input from a variety of stakeholders so that student can reach their full potential.

**Performance Objective 2:** Improve on areas identified as needs in campus safety audit from the previous school year.


**Evaluation Data Source(s) 2:** campus safety audit, administration and staff evaluations.

**Summative Evaluation 2:**

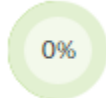
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Place signs at all entrances and exit directing visitors to correct entrances as well as deferring students from letting people in the building.		Principals, safety team	Increased performance on safety audit and elimination of visitors on campus without the proper identification.				
2) Continue to utilize the campus safety team to monitor and improve the implementation of campus safety drills.		Principals, safety team	Emergency preparedness.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4:** Provide all students a safe environment that values input from a variety of stakeholders so that student can reach their full potential.

**Performance Objective 3:** THS will increase opportunities to engage parents, families, community members, and businesses as partners to promote academic success for all

**Evaluation Data Source(s) 3:** Meeting agendas, sign in sheets.

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide at least 3 Family Engagement activities during the 2019-2020 school year	3.1, 3.2	Principals	Increased parent and community engagement				
<b>Problem Statements:</b> Parent and Community Engagement 1, 2							
							

**Performance Objective 3 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Low parent attendance at academic events
<b>Problem Statement 2:</b> Low participation in the parental engagement survey. <b>Root Cause 2:</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.

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Steven Vigil	Committee Member 2019-2022
Parent	Delia Ortiz	Committee Member 2019-2022
Classroom Teacher	James Casselman	Committee Member 2017-2020
Classroom Teacher	Dawn Fischer	Committee Member 2019-2022
Classroom Teacher	Magdalena Zavala	Committee Member 2017-2020
Classroom Teacher	Jean Barnett	Committee Member 2017-2020
Classroom Teacher	Liam Boyer	Committee Member 2018-2021
Parent	Kari Schroeder	Committee Member 2018-2021
Business Representative	Ashley Doss	Committee Member 2018-2021
Community Representative	Gerald Anderson	Committee Member 2018-2021
Community Representative	Mark Harwell	Committee Member 2018-2021
Non-classroom Professional	Carla Clegg	Committee Member 2019-2022
Business Representative	Travis Hightower	Committee Member 2016-2019
District-level Professional	John Matthews	Committee Member 2019-2022

# 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>