Texarkana Independent School District

Morriss Mathematics & Engineering Elementary

Improvement Plan

2020-2021

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Demographics Summary

Martha and Josh Morriss Mathematics & Engineering Elementary School will begin our 14th year serving students in the greater Texarkana area as part of the Texarkana Independent School District. We are a magnet school offering a comprehensive STEM curriculum including daily engineering classes for every student and an accelerated mathematics program. Because of our magnet school status, we have no enrollment boundaries, therefore, students in grades Kindergarten through 5th may enroll from anywhere within the geographical area, and if a resident of the state of Texas, may attend tuition-free.

Our campus draws primarily from the Texarkana, Texas population of approximately 38,000, although we frequently have students enroll from smaller surrounding communities and school districts including some who are Texarkana, Arkansas residents who pay tuition to attend. While there is little-projected growth for the city of Texarkana according to the latest census data, the district, as a whole, has experienced continued growth over the past several years. This is a trend we hope to see continue.

The district serves 8,257 students with 3,766 of those students enrolled in one of our nine elementary schools. One of TISD's strengths is the diversity of the student population. Of the total student population, 33.4% are Caucasian, 44.5% are African American, 15.2% are Hispanic, and 6.9% listed as other. 69.5% of our district students are Economically Disadvantaged and approximately 7.8% are English Language Learners.

Morriss Elementary currently serves 370 students. Of the 370 students, 71.1% are Caucasian, 11.8% are African American, 4.1% are Hispanic, 5.9% are Asian, .6% are Native American and 6.6% are classified as two or more races. 22.5% of our students are described as Economically Disadvantaged and 0.8% are English Language Learners.

Morriss students typically live in two-parent households where one or both parents are members of the local workforce. Most Morriss parents are well-educated holding bachelor's degrees and beyond. It is reasonable to estimate the average income of Morriss families is somewhat above that of the general population of the city. In general, Morriss parents value rich educational experiences for their children and hold high expectations for their children and the school community.

Our capacity for enrollment is 432 students with three sections of each grade level accepting up to 24 students in each section. We enjoyed a small increase in enrollment three years ago (from 394 students to 412 students) but have since returned to enrollment numbers similar to that of 2014-2015. This year we served 370 students.

Our attendance rate for the 19-20 school year was 97.4%, the highest in the district.

In order to serve our students, we currently employ 18 classroom teachers and three activity teachers. We have two administrators (Principal and Assistant Principal), one Instructional Coach, one School Counselor, one Administrative Assistant, one Receptionist, one Health Aide, one Library Aide, two

Instructional Aides, four custodial staff members, and three child nutrition staff members. Of the 38 total staff members, 31 or 82% are Caucasian and 7 or 18% are African American.

While the federal mandate for highly qualified teachers has expired, Morriss Elementary continues to place an emphasis on hiring high-quality, talented staff members. In addition to basic certification requirements, many of our classroom teachers hold a Master's Degree in Curriculum and Instruction or are currently working toward the attainment of that degree. The district supports those in the master's program by paying all expenses including books and tuition. In the past, we have also required teachers to take and pass the Master Math Teacher certification test, but that certification has been discontinued by the Texas Education Agency. Working along with district officials during the 2019-20 school year, we created a new standard for Morriss Elementary teachers. All new staff (and current staff wishing to participate) will begin working toward national STEM certification through the National Institute for Stem Education. We believe this programming change will greatly benefit our teachers and students.

Demographics Strengths

Morriss Elementary has many strengths. Some demographic strengths to note:

1. Our strong background of academic achievement, national notoriety for our rigorous STEM curriculum, and award-winning leadership development program bring many families from all around the Texarkana area - including those from surrounding school districts - to our campus for enrollment. We maintain a large transfer population.

2. We are proud to consistently hold the highest attendance rates in the district.

3. We are proud of the number of staff members holding advanced degrees or working towards the attainment of an advanced degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment totals have declined over the past couple years. **Root Cause:** As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.

Problem Statement 2 (Prioritized): Our student population lacks diversity. **Root Cause:** Unfortunately, our city is divided racially by geographical location. Despite the district's attempt to increase diversity at Morriss through a Pre-K prep program at one of our more diverse campuses, a recruitment event on that campus annually, and offering free bus service, parents tend to prefer to enroll students closer to home.

Problem Statement 3 (Prioritized): Our attendance rate declined slightly during the 2019-20 school year. **Root Cause:** While we continue to have the highest rates in the district, we did see a slight decline this past school year. This was likely due to a very strong cold/flu season and also potentially affected by COVID. We also find an increasing number of families taking vacation days out of school as compared to years past.

Student Learning

Student Learning Summary

Below is a comparison chart of STAAR scores for the past 5 years, however, due to mandated shelter in place orders in response to the COVID pandemic, there are no STAAR scores to compare for the 2019-20 school year. Consistently, our students perform at some of the highest levels in the state. Only occasionally is there a student or two who struggle to meet standard. We are proud of our students' and teachers' hard work in sustaining our high academic achievement levels.

	STAAR 2015	STAAR 2016	STAAR 2017	STAAR 2018	STAAR 2019	STAAR 2020
TEA Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Canceled Due to COVID
Reading	99% (Distinction Earned)	100% (Distinction Earned)	99% (Distinction Earned)	99% (Distinction Earned)	99% (Distinction Earned)	Canceled Due to COVID
Math	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	99% (Distinction Earned)	100% (Distinction Earned)	Canceled Due to COVID
Writing	100%	100%	94%	97%	97%	Canceled Due to COVID
Science	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	100% (Distinction Earned)	Canceled Due to COVID

Below is a chart showing the various performance levels of our students on all tests. While there has been little to no drop in the percentage of students passing STAAR over the past several years, there was a significant decrease in students achieving the "Meets" and "Masters" levels in 2018. We attributed the drop to a large number of new teachers employed in our tested subject area teaching positions three years ago and their less-than-perfected ability to stretch students thinking to higher levels. Over the last couple of years, we have worked diligently to target these areas for growth, and we are proud of the progress made. We believe with continued focus, we will soon see achievement levels similar to that of 2017. Even with the drop in performance in 2018, it is important to note, we were still performing well above the state averages of 75% Approaching, 46% Meeting, and 22% Mastering grade-level standards.

	2017	**2018**	**2019**	2020
Approaches	99%	99%	99%	Canceled Due to COVID
Meets	93%	85%	87%	Canceled Due to COVID
Masters	72%	58%	60%	Canceled Due to COVID

 An analysis of STAAR data (through 2019) showed the following:

- There was an overall increase in the percentage of students achieving the Meets and Masters levels.

- In mathematics, there was an increase of one percentage point in students passing, a nine percentage point increase in students achieving the "meets" standard, and a 13 percentage point increase in students achieving the masters level.

- There was an increase of six percentage points in students achieving the "meets" standard in writing.

    In all areas, our African American, Hispanic, Two or More, and Economically Disadvantaged subgroups performed about the same as our overall

student body and white subgroup in terms of "passing" percentages. However, those subgroups performed noticeably lower than our overall student body and white subgroup regarding the "meets" and "masters" standards.

The Texas Primary Reading Inventory (TPRI) is given three times per year (beginning, middle, and end) to all kindergarten, first grade, and second-grade students. In reviewing (2019) TPRI data, it is noted that all kindergarten, first grade, and second-grade students not only met proficiency but actually "mastered" the skills assessed on the inventory.

In addition to the assessment data reviewed, it is important to note that the great majority of our students' report card grades show little struggle. In the previous six years of the school's history, there have been zero failures/retentions and very few students are assigned to academic probation based on grades falling below an 80.

In order to consider where we may have been this year in regard to STAAR performance, we compared district benchmark scores. In 3rd grade math, our fall benchmarks reflect a slight decline from students performance in 2018-19. Reading fall benchmarks showed very little difference with the exception of an increase in students performing at the "meets standard" level. In 4th grade math and reading, there was very little difference in scores for fall benchmarks between the 2018 and 2019 school year. However, in writing, we saw fairly substantial improvement in both fall and spring. In 5th grade math, we saw a fairly substantial increase in performance in both fall and spring. In reading, we saw scores remain fairly unchanged. In 5th grade science, we saw a notable increase in fall scores. Looking at student performance on district unit assessments and thinking about the previously discussed benchmark comparisons, we feel it is fair to predict we would have enjoyed a slight increase in STAAR performance this year. It is unfortunate that the year was cut short.

Student Learning Strengths

Morriss Elementary has long been known for high levels of student achievement. Some specific strengths with regard to academic achievement are:

1. Our campus consistently out-performs the state and district averages at all levels of performance in all tested areas.

2. Our campus consistently receives most or all distinction designations available for performing at the top of our comparison group.

3. Math scores showed a large improvement in 2019 with regard to students scoring at the "meets" level and "masters" level.

4. 2019 TPRI scores show that 100% of our youngest students consistently read at levels far beyond proficiency.

5. Benchmark and Unit Assessment data for 2019-20 show either similar string scores compared to the 2018-19 school year or improved scores. There were no areas we saw any large decrease in performance.

6. We experienced large increases in performance in 4th-grade writing and 5th-grade science scores as compared to 2018-19.

7. 2019-20 TPRI scores showed students in all grades (K-3) were making large strides in all areas from the beginning of the year until the middle of the year. We were not able to administer the end of the year assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Hispanic, African American and Economically Disadvantaged subgroups under-perform compared to the whole student body and white subgroup in regard to STAAR Meets and Masters levels of achievement. **Root Cause:** Teachers lack sufficient training on targeting specific subgroups.

Problem Statement 2 (Prioritized): More students struggle to pass the writing STAAR test than any other test. **Root Cause:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 3 (Prioritized): Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

Problem Statement 4 (Prioritized): We anticipate students will return to us in August with significant gaps in learning. **Root Cause:** The COVID pandemic caused school closures and loss of two and a half months of in-person instruction. While teachers and parents worked together to the best of their abilities during the closure, packets and videos don't have the same impact as face-to-face instruction. There was a wide gap in levels of engagement between students.

School Processes & Programs

School Processes & Programs Summary

In order to address concerns about student performance, several years ago we began having all staff meet together in grade-level PLCs once per grading period to review student scores on district assessments and formulate a plan for remediation where needed. During these meetings led by administrators, teachers share strengths and growth areas from the latest assessment data. Teachers share best practices and encourage each other to continue growing in personal teaching abilities. This has proven to be a very beneficial process we will continue throughout the upcoming school year.

When a student need is noted, Academic Tutorial Sessions are offered free of charge. Until the 2018-19 school year, these sessions took place after school. We found transportation to be an issue for some students, the program was costly to operate considering teacher pay and added transportation costs, and in general, we found students were less attentive at the end of the school day. Two years ago, we began offering academic sessions before the school day began. Students used a self-paced online tutorial program. Teachers had the ability to assign certain activities to students in order to target individual needs. The format was extremely successful. We will continue the same structure this year.

As part of a district-wide literacy initiative, teachers implemented Guided Reading as part of the Literacy Block two years ago. Training took place throughout the school year just prior to implementation. We've been monitoring progress closely for two years now and feel results are positive. We will continue to train new teachers in these methods and provide updated training as needed to veteran teachers.

In regards to Math TEKS, teachers have been receiving quality professional development through the district Instructional Services office for several years. We anticipate this will continue through the 2020-21 school year.

We began "learning walks" with our teachers several years ago. Those have changed quite a bit over the past two years, and we have plans for changing the structure yet again. Currently, teachers walk during their conference period with other teachers and the campus Instructional Coach. This year, we will tailor the walks so that they are teacher-specific and will be completed individually with the campus IC. We will add a list of "look-fors" and a reflection process.

Our district and campus initiative to increase classroom technology continues this year. We added mobile teacher stations in grades four and five. We will continue adding these mobile teacher devices each year until fully complete. Several teams of teachers have completed the TISD Google Academy, and we have several others planning to participate this year. Upon completion, they receive a classroom set of Google Chromebooks to use with their students. One year ago, VIPS donated funds to provide each classroom a multipurpose chart stand containing two Tech Tubs for housing and charging a set of 12 Chromebooks or iPads. Because of the generous VIPS donation, we were able to provide each classroom with 12 Chromebooks or iPads so each classroom maintains a 2:1 ratio of devices at all times. Along with the infusion of technology, we plan to provide ongoing professional development to our teaching staff. During the 2019-20 school year, all teachers participated in training preparing for Google Level One Certification. Nearly all staff were successful in passing Level One certification. We will continue to pursue this certification for those who have not yet attained this goal. We believe this process will help facilitate lesson planning with quality technology integration. With the continued threat of school closures causing virtual learning to become the norm, we feel training in effective technology integration is of utmost importance.

Since campus inception, teachers have been required to complete a Master's Degree in Curriculum and Instruction with an emphasis in Mathematics. Additionally, teachers were required to become Master Math Teacher certified. In light of the recent abolishment of this certification area and in response to a growing need to enhance our STEM training for teachers, administrators went in search of new programming for teachers. We believe holding teachers to high standards for continuous learning as we hold students to high standards is important to the mission of the school. Beginning September 2020, new teachers will be required to complete a professional development program through the National Institute of STEM Education in order to achieve National STEM Teacher certification. Veteran teachers already holding the Master's Degree and Master Math Teacher certification will be invited to participate if desired. The district will continue to fund the Master's Degree program for those who want to complete it in addition to the National STEM certification program.

After reviewing the campus attendance data two years ago, it was noted that first period absences (tardies) were the greatest attendance issue we faced as a campus. We implemented a program where students were able to participate in early morning pleasurable activities. We hoped to see a decrease in tardies. The program was successful to a degree but we believed adding a school-wide WIG (wildly important goal) with student incentives during the 2019-20 school year would additionally help cut down on the number of first period absences. We kept track of our school-wide data in the cafeteria for all students to see. We celebrated our successes and discussed improvements needed on Wednesday during lunch with the students (WIG Wednesdays). We were moving in a positive direction until March when school was ordered closed. Unfortunately, we were not able to see the program through to the finish. We will work to restart the incentives during the 2020-21 school year.

Additional information revealed through survey data:

- Teachers noted there is still a great need for professional development in English Language Arts and Reading, most especially in teaching writing.
- Teachers noted strengths in understanding the basic curriculum - the TEKS.
- Teachers need more training on designing and facilitating effective station work with students.
- Teachers noted strengths in teaching Science and Math.
- Effective technology integration is still a great need for our teachers. They understand how the basic programs function but lack expertise in using those systems to increase rigor. They specifically requested subject-specific technology professional development.
- Teachers need more help in learning to increase rigor. This has been an ongoing need.
- Teachers would like release time to observe others' teaching.
- Teachers want more substantial sharing of Leader in Me classroom practices so that there is better alignment. Ideally, this would be a focus at the beginning of the school year and then continued throughout the year periodically.

School Processes & Programs Strengths

We identified the following strengths:

1. Continued growth of staff ability to dissect data through grade-level PLCs meeting each grading period.

2. ELAR professional development received by staff through the district literacy initiative.

3. Mathematics professional development received by staff through the district Instructional Services office.

4. Increased classroom technology.

5. Increased teacher knowledge of technology use within the classroom.

6. Learning Walks process is extremely effective and will continue to grow and become even more effective as we tailor it to staff needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Without current STAAR data, it is difficult to know if writing scores in fourth would have persisted as a weakness; however, teachers continue to ask for professional development in this area citing their feeling inadequate. **Root Cause:** Teachers have had almost no training on effective teaching practices in this area.

Problem Statement 2 (Prioritized): While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Problem Statement 3: First period absences (while decreasing over the past two years) continue to be higher than preferred. **Root Cause:** Students are dependent on parents for arrival. Some families continue to be persistent in late arrivals.

Problem Statement 4 (Prioritized): The local university no longer offers the original STEM programming designed for Morriss Elementary teachers. The state no longer offers the Master Math Teacher certification. **Root Cause:** STEM Education has evolved over the past 14 years and we have failed to adequately evolve with it. The state made substantial changes to certification programming.

Perceptions

Perceptions Summary

The culture and climate of any school are very important. We pride ourselves on holding strong academic & social standards for all students. Moving into our 14th year of operation, Morriss Elementary offers students instructional opportunities not commonly found elsewhere, specifically in the areas of math, engineering, and technology. Our students enjoy a curriculum designed to be compelling to move them beyond basic knowledge and support the transfer of learning. Our rigorous and seamless STEM education has been cited nationally numerous times as a model for how young children can become engaged and educated.

In addition to the extraordinary academic opportunities, Morriss Elementary is one of approximately 2000 schools worldwide proud to be known as a Leader in Me campus teaching all students Dr. Stephen Covey's 7 Habits of Highly Effective People. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness such as responsibility, vision, integrity, teamwork, collaboration, and renewal. Research shows teaching these habits to children at an early age gives students an increase in self-confidence, teamwork, initiative, creativity, leadership, problem-solving, communication, diversity awareness, and self-directed learning. Our faculty members use an integrated approach and make leadership training part of everything we do. Instead of seeing children through the lens of a normal distribution curve, The Leader in Me paradigm sees that every child is capable, every child is a leader.

Here at Morriss, we have created an environment in which students assume responsibility for their own learning, and autonomy and initiative are encouraged. We are truly raising the bar of excellence!

In addition to the climate of high expectations and abundance of opportunities for students to learn and grow, we recognize the importance of family and community involvement. Volunteers are readily available to assist students and staff in classrooms, the workroom, and during student activities through our Volunteers in Public Schools program. In addition to service hours spent on campus, our VIPS organization raises over $90,000 annually through our Tiger Tracks fundraiser. Because of the generous donations of sponsors and parents, our campus is able to travel to various field trips including Space Camp for our 5th grade students annually, give tens of thousands of dollars to teachers through the teacher grant program, purchase new technology for all students, and provide student incentives for various school-wide programs. We certainly could not be successful without our phenomenal VIPS organization! They are truly at the heart of every major initiative here at Morriss!

In order to get a more concrete understanding of how the community perceives Morriss Elementary, we solicited feedback from students, parents and staff members through various surveys. Perhaps the most comprehensive survey completed was the Measurable Results Survey via The Leader in Me online. The survey measured data in three overarching areas: Leadership, Culture and Academics. Within the three areas are subareas. Below you will see a summary of the results including areas of strength and areas of need.

Perceptions Strengths

In considering the survey, the scoring guide allows a thorough analysis. Scoring is on a 100 point scale. Scores between 0-49 should be areas considered completely ineffective. Scores between 50-69 are areas that need improvement and should be the focus of a campus improvement plan. A score between 70-79 are areas of moderate effectiveness that show evidence of strength that should be built upon in the coming years. Areas with scores ranging between 80-89 are considered effective, and areas with scores between 90-100 are considered highly effective. It was exciting to note that all of our overarching areas of the survey scored above 70. There are some subareas that scored a bit lower, but overall, our scores were strong. It is important to note that participation was not as strong as we'd hoped. This was the first year for the survey and we will need to ensure we are clearly communicating with all stakeholders and encouraging stronger participation during the 2020-21 school year.

Overall Score: 76

Leadership Score: 77

Family Involvement: 82

Staff Social/Emotional Teaching Readiness: 82

Student Leadership: 69

Culture Score: 78

Staff Satisfaction: 85

Student Engagement: 72

Supportive Environment: 77

Academics: 75

Student-Led Achievement: 67

Teacher Efficacy: 83

When considering the areas most in need of growth, we see the following:

Student Leadership

Student-Led Achievement

Within the areas needing growth, we find that students struggle with industry and perseverance, public speaking, and whole-person wellness. Students also seem to struggle with academic goal achievement, growth mindset, self-efficacy in student regulated learning, and motivation. It is interesting to note that

these areas of growth are almost entirely reflective of student responses, not parent and staff responses. There are almost no questions given to parents and staff in these areas - students are asked to reflect on their personal beliefs about themselves in these areas.

The areas of strength noted in the survey are:

Family Involvement

Staff Social/Emotional Teaching Readiness

Staff Satisfaction

Teacher Efficacy

Looking more closely at the areas of strength, we find that stakeholders rate us very high in several areas. Parents, students & staff report very few, if any, barriers to engagement, strong family efficacy, strong ability of staff to model interpersonal & personal effectiveness, as well as whole-person wellness for students and each other. Staff report feeling empowered, valued, and fulfilled. All stakeholders report a positive climate, a positive feeling about school events, valuable & clear teacher expectations of students. Teachers report feeling motivated by personal and campus-wide goals and feel good about the professional development they receive to improve all areas of instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our CQIC reported a concern about community awareness of the opportunities available at Morriss and within the district. They believe this often leads to misconceptions about our school. **Root Cause:** We attribute this issue to lack of advertising. During enrollment periods, there are a number of ads placed, but the committee feels strongly sharing of the opportunities found at Morriss and beyond should be ongoing.

Problem Statement 2 (Prioritized): During our annual CQIC meeting, parents on the team reported they believed there is substantial negative association with the testing process for entry. **Root Cause:** The perception most likely comes from a lack of knowledge. Testing processes are kept private in order to maintain validity.

Problem Statement 3 (Prioritized): Student Leadership & Student Led Academic Achievement are areas for improvement. **Root Cause:** Students report struggling with industry and perseverance, public speaking, and whole-person wellness. Students also seem to struggle with academic goal achievement, growth mindset, self-efficacy in student regulated learning, and motivation.

Priority Problem Statements

Problem Statement 1: Enrollment totals have declined over the past couple years.

Root Cause 1: As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our CQIC reported a concern about community awareness of the opportunities available at Morriss and within the district. They believe this often leads to misconceptions about our school.

Root Cause 2: We attribute this issue to lack of advertising. During enrollment periods, there are a number of ads placed, but the committee feels strongly sharing of the opportunities found at Morriss and beyond should be ongoing.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago.

Root Cause 3: We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years.

Root Cause 4: We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: More students struggle to pass the writing STAAR test than any other test.

Root Cause 5: Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our student population lacks diversity.

Root Cause 6: Unfortunately, our city is divided racially by geographical location. Despite the district's attempt to increase diversity at Morriss through a Pre-K prep program at one of our more diverse campuses, a recruitment event on that campus annually, and offering free bus service, parents tend to prefer to enroll students closer to home.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our attendance rate declined slightly during the 2019-20 school year.

Root Cause 7: While we continue to have the highest rates in the district, we did see a slight decline this past school year. This was likely due to a very strong cold/flu season and also potentially affected by COVID. We also find an increasing number of families taking vacation days out of school as compared to years past.

Problem Statement 7 Areas: Demographics

Problem Statement 8: We anticipate students will return to us in August with significant gaps in learning.

Root Cause 8: The COVID pandemic caused school closures and loss of two and a half months of in-person instruction. While teachers and parents worked together to the best of their abilities during the closure, packets and videos don't have the same impact as face-to-face instruction. There was a wide gap in levels of engagement between students.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The local university no longer offers the original STEM programming designed for Morriss Elementary teachers. The state no longer offers the Master Math Teacher certification.

Root Cause 9: STEM Education has evolved over the past 14 years and we have failed to adequately evolve with it. The state made substantial changes to certification programming.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: During our annual CQIC meeting, parents on the team reported they believed there is substantial negative association with the testing process for entry.

Root Cause 10: The perception most likely comes from a lack of knowledge. Testing processes are kept private in order to maintain validity.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Student Leadership & Student Led Academic Achievement are areas for improvement.

Root Cause 11: Students report struggling with industry and perseverance, public speaking, and whole-person wellness. Students also seem to struggle with academic goal achievement, growth mindset, self-efficacy in student regulated learning, and motivation.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

- Grades that measure student performance based on the TEKS

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
- 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
- STEM/STEAM data
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Equity Data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate

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

Goals

Goal 1: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.

Performance Objective 1: Increase the percentage of students passing STAAR at the approaches level from 99% to 100%, the percentage of students passing at the meets level from 87% to 89%, and the percentage of students passing STAAR at the masters level from 60% to 62%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 2019 Test Scores and Unit Assessment Data from 2019-20

Summative Evaluation: None

Strategy 1: Hold grade level PLCs once per grading period to review local assessment data (Unit Assessments, Benchmarks, TPRI, etc.). Specifically focus on monitoring performance of subgroups and methods for closing the achievement gaps between groups.		
Strategy's Expected Result/Impact: By analyzing assessment data at regularly scheduled intervals, we will be able to intervene with students who are struggling to meet assessment goals in a timely fashion. By noting objectives that students are struggling with, we will be able to remediate those objectives sooner rather than later.		**Formative**
		Dec
		Feb
Staff Responsible for Monitoring: Mrs. Jodi Spakes		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Learning 3, 4 School Processes & Programs 2	**Apr**
TEA Priorities: Build a foundation of reading and math		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**June**

Strategy 2: Hold Vertical Team meetings (math, reading and language arts) twice per year in order to more tightly align the curriculum and explore best practices.

	Formative
Strategy's Expected Result/Impact: By vertically aligning the curriculum, gaps between grade levels will be successfully closed and student achievement should rise. In addition, a discussion of best practices within in each vertical team should lead to the implementation of higher quality teaching practices which in turn will lead to increased student achievement.	**Dec**
	Feb
Staff Responsible for Monitoring: Mrs. Jodi Spakes	**Apr**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3 School Processes & Programs 2	**Summative**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	**June**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** None	

Strategy 3: Teachers will participate in a minimum of two targeted Learning Walks throughout the year in order to observe others' teaching and discuss best practices.

	Formative
Strategy's Expected Result/Impact: By participating in Learning Walks, teachers will observe new and innovative instructional practices in action. By doing so, teachers will be inspired to incorporate high quality strategies observed in their own classroom.	**Dec**
	Feb
Staff Responsible for Monitoring: Mrs. Jodi Spakes	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3 School Processes & Programs 2	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** None	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Learning

Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. **Root Cause:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have

experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

Problem Statement 4: We anticipate students will return to us in August with significant gaps in learning. **Root Cause:** The COVID pandemic caused school closures and loss of two and a half months of in-person instruction. While teachers and parents worked together to the best of their abilities during the closure, packets and videos don't have the same impact as face-to-face instruction. There was a wide gap in levels of engagement between students.

School Processes & Programs

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Performance Objective 2: All Morriss teaching staff will be able to articulate and execute a systemic planning process by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aware: Forethought Lesson Plans Submitted, Agendas and Sign-in Sheets for Training Sessions

Summative Evaluation: None

Strategy 1: Teach all new staff and review with all veteran staff the campus lesson planning process.	
Strategy's Expected Result/Impact: This will create school-wide alignment of the lesson planning process which will, in turn, strengthen lesson rigor for students and positively impact student performance.	**Formative**
	Dec
Staff Responsible for Monitoring: Mrs. Jodi Spakes	**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math School Processes & Programs 2	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** None	**June**

Strategy 2: Create a lesson plan template appropriate to all subjects to be used for all lesson plans submitted.	
Strategy's Expected Result/Impact: By aligning the lesson plan templates, we will strengthen the quality of the lesson plans for each subject.	**Formative**
	Dec
Staff Responsible for Monitoring: Mrs. Brandy Debenport	**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3	**Apr**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math School Processes & Programs 2	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** None	**June**

Strategy 3: Train all staff on the newly created lesson plan template for each subject.	
Strategy's Expected Result/Impact: By adequately training all staff on the newly aligned planning process, we will strengthen the quality of lesson plans created thereby impacting student learning in a positive way. **Staff Responsible for Monitoring:** Mrs. Jodi Spakes **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative** **Dec** **Feb** **Apr** **Summative** **June**
Problem Statements: Student Learning 2, 3 School Processes & Programs 2 **Funding Sources:** None	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Student Learning

Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. **Root Cause:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Goal 2: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: All Morriss students will create, track, and share at least one personal learning goal by May 2021.

Evaluation Data Sources: Leadership Notebooks

Summative Evaluation: None

Strategy 1: By August 31st, all students will create their own notebook ensuring that tabs are properly in place, older documents are organized and/or archived, and all personal goals are set.		
Strategy's Expected Result/Impact: By creating notebooks, students will be able to set and track their own personal learning goals in turn impacting student success.		**Formative**
		Dec
Staff Responsible for Monitoring: Mrs. Erin Davis		**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Learning 2, 3	**Apr**
TEA Priorities: Build a foundation of reading and math	School Processes & Programs 2	**Summative**
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**June**
Strategy 2: All students will update personal leadership notebooks once per week.		
Strategy's Expected Result/Impact: By tracking personal goals and updating other components of personal leadership notebooks, student motivation and success will increase.		**Formative**
		Dec
Staff Responsible for Monitoring: Mrs. Erin Davis		**Feb**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Learning 2, 3	**Apr**
TEA Priorities: Build a foundation of reading and math	School Processes & Programs 2	**Summative**
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** None	**June**
0% No Progress	100% Accomplished	→ Continue/Modify ✗ Discontinue
Student Learning		
Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. **Root Cause:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.		

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Goal 3: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: All new staff will complete the National Institute for STEM Education professional development program by May 2021.

Evaluation Data Sources: Certification Completion Records

Summative Evaluation: None

	Formative
Strategy 1: New staff will be introduced to and enrolled in the program by September 2020.	
Strategy's Expected Result/Impact: Teachers will begin the national certification process in a cohort of peers.	**Dec**
Staff Responsible for Monitoring: Mrs. Cathy Klopper, STEM Director	
Title I Schoolwide Elements: None **Problem Statements:** Student Learning 3, School Processes & Programs 2	**Feb**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	**Apr**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** None	**Summative**
	June

⬤ 0% No Progress   ⬤ 100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Student Learning

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Goal 4: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: 90% of Morriss students will participate in at least one student-led conference this year sharing their leadership notebooks including personal goals with an accountability partner, parent, or guardian.

Evaluation Data Sources: Parent/Family Sign-in Sheets

Summative Evaluation: None

Strategy 1: Set aside and widely advertise two opportunities for student-led conferences where students will showcase their leadership notebooks for guests.	
Strategy's Expected Result/Impact: By creating leadership notebooks, setting personal learning goals, and sharing those goals with parents and/or accountability partners, parent involvement will rise along with positive parent perception and student achievement. **Staff Responsible for Monitoring:** Mrs. Erin Davis	**Formative** **Dec** **Feb** **Apr**
Title I Schoolwide Elements: 2.4, 2.5 **TEA Priorities:** None **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 Student Learning 2, 3 School Processes & Programs 2 Perceptions 1 **Funding Sources:** None	**Summative** **June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

Problem Statement 1: Enrollment totals have declined over the past couple years. **Root Cause:** As new schools are constructed around the area, we must compete strongly for student enrollment. As a campus and district we offer many great opportunities. We often find community members are not aware of all the opportunities offered here at Morriss and beyond. We feel we must increase community awareness of our offerings.

Student Learning

Problem Statement 2: More students struggle to pass the writing STAAR test than any other test. **Root Cause:** Overall, students in all grade levels aren't provided enough time to progress through the writing process. We must prioritize frequent integration of the writing process in all subjects.

Problem Statement 3: Although we outperform state and district achievement levels, and although we showed growth in 2019, our percentages of students passing STAAR at the Meets and Masters level are still below our highest percentages historically. We would like to see scores increase over the next several years. **Root Cause:** We have experienced significant staff turnover in the past several years and now employ teaching staff newer to the profession. It will take time and training to see student achievement return to those highest levels.

School Processes & Programs

Problem Statement 2: While we saw a slight increase in students performing at the highest levels of achievement on STAAR 2019, we are still performing below our highest levels of several years ago. **Root Cause:** We believe teachers need more training on aligning the rigor of lesson activities to the TEKS.

Perceptions

Problem Statement 1: Our CQIC reported a concern about community awareness of the opportunities available at Morriss and within the district. They believe this often leads to misconceptions about our school. **Root Cause:** We attribute this issue to lack of advertising. During enrollment periods, there are a number of ads placed, but the committee feels strongly sharing of the opportunities found at Morriss and beyond should be ongoing.

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

5. **Dropout Prevention**	TEC 11.252		The school will follow Board Policy EHBC.
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
  o Higher education admissions and financial aid, including sources of information
  o TEXAS grant program
  o Teach for Texas grant programs
  o The need to make informed curriculum choices for beyond high school
  o Sources of information on higher education admissions and financial aid
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Amy NIx	The school will follow the Retention and Recruitment Plan and Board Policy DC.
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

o   Violence prevention and intervention programs
    o   Unwanted physical or verbal aggression
    o   Sexual harassment
    o   Harassment and dating violence
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831		

14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children **• Methods for increasing staff, student, and parent awareness of issues** **regarding sexual abuse, trafficking, and other maltreatment of children,** **including prevention techniques and possible warning signs;** **• Age-appropriate, research-based anti-victimization programs for students;** **• Actions that a child should take to obtain assistance and intervention; and** **• Available counseling options for affected students.**	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL, EIC (LEGAL)
18. Comprehensive School counseling Program that includes: **• A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;** **• A responsive services component to intervene on behalf of any student** **whose immediate personal concerns or problems put the student's**	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

continued educational, career, personal, or social development at risk; • **An individual planning system to guide a student as the student plans,** **monitors, and manages the student's own educational, career,** **personal,** **and social development; and** • **Systems to support the efforts of teachers, staff, parents, and other** **members of the community in promoting the educational, career,** **personal,** **and social development of students.**			