

**Aldine Independent School District**  
**Bussey Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

To provide engaging, challenging, and collaborative environments to ensure success for ALL students.

## Vision

Bussey will provide an equitable, rigorous and relevant learning environment that supports academic, emotional, and social growth to empower ALL students to master grade level expectations.

## Core Beliefs

### Core Beliefs and Commitments:

1. We believe each student can learn at or above grade level and will have equal opportunity to do so.
2. We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence.
3. We will allocate resources to ensure equity for each student to reach his/her full potential.
4. We believe Bussey Elementary can achieve higher levels of performance through clearly defined goals that set high expectations for student achievement.
5. We will eliminate the achievement gaps between and within student groups.
6. We believe in the value of parents as the first and best teachers and that the community must actively participate in the development of all children.
7. We will improve educational outcomes for our students by garnering support from parents, grandparents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, medical and social service agencies, along with the district leaders, staff and students.
8. We believe in the value of each employee, in his/her personal and professional growth, and in empowering each one to be accountable to make decisions aligned with the vision of the school district.
9. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement.
10. We believe all environments should be supportive, safe, and secure. We will ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance

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# Comprehensive Needs Assessment

Revised/Approved: July 24, 2023

## Demographics

### Demographics Summary

Douglas Bussey Elementary School is one of eighty-two campuses within the Aldine Independent School District. We reside in Aldine ISD in the north corridor of 1-45 @ 11555 Airline Drive. Bussey services 480 students in grades 1<sup>st</sup> through 5<sup>th</sup>.

Bussey Elementary is a Title 1 school with 94% of the enrolled students being economically disadvantaged. Bussey's student ethnicity breakdown for the 2023-2024 school year is as follows: 366 Hispanic (95%), 3 Asian (1%), 5 African American (11%), 13 White (2%), 2 Two or more races (1%). Bussey Elementary students are identified by the following: Emergent Bilinguals, Gifted & Talented, Special Education, Dyslexia, Response to Intervention, At-Risk and Economically Disadvantaged.

Bussey Elementary faculty and staff is made up of 48 Professionals and 10.5 Para-professionals. Our 48 professional faculty members service Bussey students in the following ways; 16 bilingual teachers, 9 general education/ ESL teachers, 6 special education teachers. The faculty also includes an Information Literacy Specialist, a Counselor, an Assessment Specialist, a Dyslexia Specialist, a RTI Interventionist, a .5 Testing Coordinator, 2 speech teachers (contracted), a full-time nurse, and 3 Instructional Specialists. The school's administration is composed of a Principal and an Assistant Principal. Bussey's professional ethnicity make-up is; 22% White, 18% African American, 60% Hispanic, and 1 asian, .

### Demographics Strengths

One strength of Bussey Elementary is the staffing of our EB teachers. Bussey is fully staffed in the EB department with fully certified Bilingual and ESL teachers. This allows for students to learn in their native language and transfer skills to the English language which is the majority of our students' second language.

Many of Bussey's families live within walking distance to the school. By being in walking distance to school it allows stakeholders to easily come to the school and partake in their child's education and school activities.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Increasing reclassification numbers in our EL program. **Root Cause:** Ensuring that all students received instruction in all EL classrooms with the District Minute Allotment in EL classrooms.

# Student Learning

## Student Learning Summary

### Student Academic Achievement Data:

When planning for the 2021-2022 school year Bussey staff analyzed data that we received from TELPAS, MCLASS, Renaissance Math and STAAR. EOY Data is below for each grade level:

#### 2022 READING STAAR DATA

READING	#	DISTRICT	BUSSEY	DNM	APP	MEETS	MASTERS
GRADE 3 ENG	75	60%	56%	44%	31%	9%	16%
GRADE 3 SPN	32	37%	44%	56%	25%	13%	6%
GRADE 4 ENG	83	61%	55%	45%	23%	27%	16%
GRADE 4 SPN	18	34%	39%	61%	28%	6%	6%
GRADE 5 ENG	85	66%	55%	45%	16%	18%	21%
GRADE 5 SPN	19	53%	53%	47%	42%	11%	0%

#### 2022 READING STAAR DATA

MATH	#	DISTRICT	BUSSEY	DNM	APP	MEETS	MASTERS
GRADE 3 ENG	76	51%	46%	54%	24%	16%	7%
GRADE 3 SPN	31	31%	26%	74%	19%	6%	0%
GRADE 4 ENG	84	49%	40%	60%	24%	8%	8%
GRADE 4 SPN	17	22%	29%	71%	29%	0%	0%
GRADE 5 ENG	90	59%	56%	44%	32%	16%	8%
GRADE 5 SPN	14	33%	64%	36%	57%	7%	0%

#### 2022 TELPAS COMPOSITE DATA

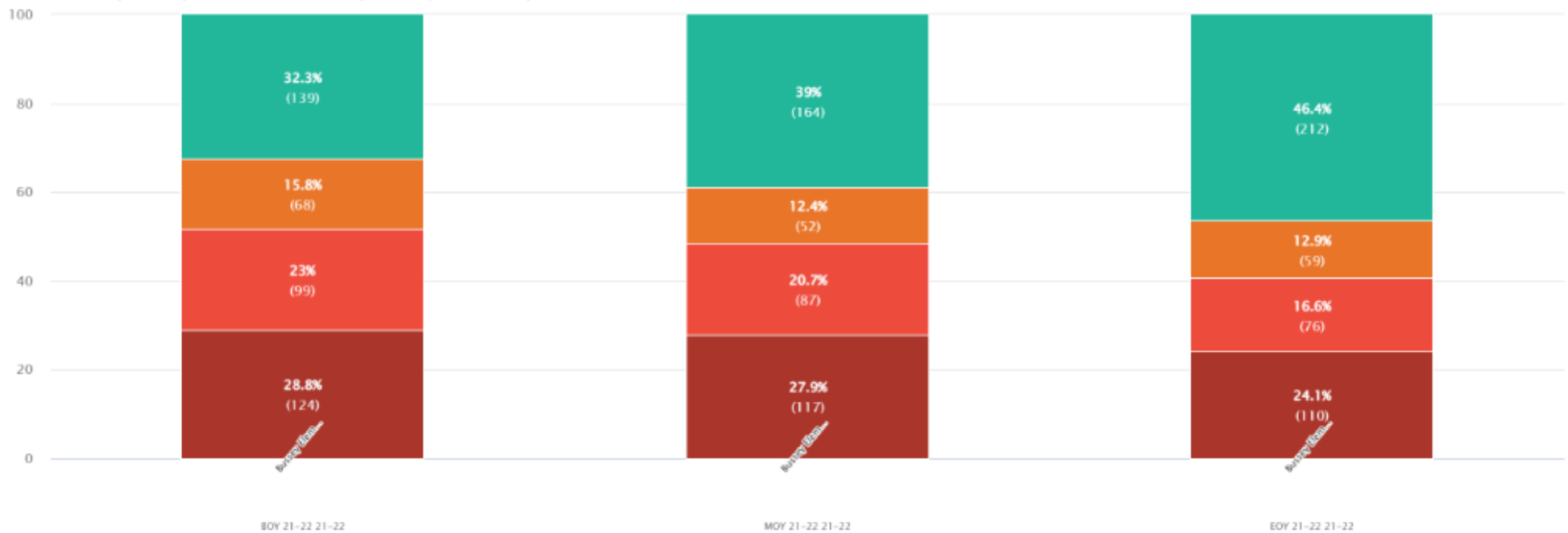
	#	BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
BUSSEY	404	12%	45%	34%	9%
GRADE 1	90	16%	44%	31%	9%
GRADE 2	76	14%	64%	20%	1%
GRADE 3	84	13%	45%	33%	7%
GRADE 4	72	8%	40%	39%	13%
GRADE 5	82	10%	32%	45%	13%

### 2021-2022 MCLASS DATA ( AT/ABOVE BENCHMARK)

BUSSEY	BOY	MOY	EOY
GRADE 1	29%	25%	49%
GRADE 2	29%	42%	48%
GRADE 3	33%	34%	45%
GRADE 4	34%	43%	65%
GRADE 5	26%	39%	44%

### 2021-2022 Math Renaissance Data

Overall – Compared By: School – Filtered By: Bussey Elementary School



In summary our student did growth make through out the school year. Much of our student progress occurred from the MOY to the EOY due to the effective implementation of 90 minutes CBPL's. In the CBPL's the teachers focused on targeted lesson planning, lesson rehearsals which included evaluating exit tickets, sentence starters, and interventions. Also the implementation and performance of MCLASS Burst interventions by our teachers and paraprofessionals with consistency and fidelity. The campus leadership performed learning walks in an effort to build teacher capacity and reflection.

### Student Learning Strengths

### Student Academic Achievement Strengths from 2021-2022:

- Schoolwide in McCLASS Reading our students made growth and increased our percentage of our students reading at/or above benchmark by 20%. (31% to 51%)
- Schoolwide students performing math at/above gradelevel increased by 14% (32% to 46%) from BOY to EOY on Renaissance STAR Math

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** (Math STAAR Scores for grades 3-5) did not show growth or scored did not meet on 2023 Math STAAR Assessment. **Root Cause:** Internalizing Eureka lessons to meet the needs of different learning styles.

**Problem Statement 2:** (Reading STAAR Scores for grades 3-5) did not show growth or scored did not meet on 2023 Reading STAAR Assessment. **Root Cause:** Small groups did not target tested TEKS, Lack of frequent student monitoring to identify student needs, Teacher's ability to differentiate curriculum to target low performing students. No bilingual curriculum support.



# School Processes & Programs

## School Processes & Programs Summary

Bussey Elementary continues the CKLA Reading curriculum in, English, and Benchmark Taller, Spanish, for Language Arts. We are in our second year of the Eureka Math program in all grades 1st through 5th. Teachers provide small group interventions in both Language Arts and Math to work with our targeted struggling students identified through BOY and MOY Universal Screenings.

In order to continue developing EB's proficiency in English, our instructional minutes are aligned to the districts EB program recommendations. 1st and 2<sup>nd</sup> grade are now One Way Dual Language classrooms. 1<sup>st</sup> Grade focuses on English language development with the students ELD and Science blocks while 2nd grade focuses on English language development in ELD, Science and alternates their Math block per nine weeks. Our upper grade levels, 3rd-5th grade, the instruction is mainly in English, but the students maintain their Spanish with the implementation of our SLD (Spanish Language Development) block. Through our curriculum of CKLA, Benchmark and Eureka our EB students are receiving high quality lessons and activities to introduce them to new vocabulary and learning experiences. Our EB students are progress monitored periodically in order to provide interventions and monitor improvement. Ensuring that our EB students have access to high quality curriculum while our teachers increase their teaching capacity this will ultimately increase student literacy outcomes.

Our teachers collaborate weekly and plan their lessons for the next week. This year all of our grade levels will have one 80 minute collaborative meeting a week for for reading and/or math. Teachers bring ideas and examples for both the mini lessons, skill activities and small group instruction. Teachers are also provided opportunities to strengthen their knowledge on topics as RtI, small groups instruction, Higher Level thinking skills, etc. By meeting in grade level teams, it allows teachers to ask specific questions that pertain to their grade level and their students.

## School Processes & Programs Strengths

- A strength in our building is that we have highly qualified and certified staff for our EB learners. 74% of our student body is in an EB program we have several teachers at each grade level that can share teaching strategies and resources in collaborative planning with fellow teachers.
- Another strength is our SST & RtI programs. Students are identified through SST meetings every 4-6 weeks where a committee discusses struggling students and provides interventions. When students are not successful they are moved to a Tier for more support and RtI assistance as needed.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 17% of our students were "Well Below" in reading on the EOY IDEL screening and 31% of our students were "Well Below" in reading on the EOY DIBELS screening. **Root Cause:** Small group mClass interventions will be monitored to ensure that Burst lessons are being implemented with fidelity in the classrooms as well as holding teacher data meetings where teachers will indicate a plan of action for students not making any growth after the first progress monitoring.

# Perceptions

## Perceptions Summary

Bussey Elementary Staff will provide an equitable, rigorous and relevant learning environment that supports academic, emotional, and social growth to empower ALL students to master grade level expectations. All Bussey Stakeholders will be sure that all of our students are provided this by providing engaging, challenging, and collaborative environments to ensure mastery for ALL students. Bussey Staff plans to execute activities around academics throughout the school year.

To encourage several stakeholders to participate in our events throughout the school year we provide several different types of media for all Stakeholders to stay current with school happenings. Some of the media sources that we use are Twitter, Facebook, Bussey Web Page, Peachjar, Blackboard and the Bussey Google Calendar. Bussey will continue to encourage it's parents in enroll and use HAC (Home Access Center).

## Perceptions Strengths

- Monthly Academic Family Nights where parents have the opportunity to learn what is happening in their child's classroom as well as take home activities to assist students at home.
- Teacher and Student Mentor Partnerships
- Extended Day Tutorials/ Safety Patrol/3rd-5th Grade Choir

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of parental involvement in student academic progress through out the school year. **Root Cause:** Parents are hesitant to embrace and engage in student learning. Parents lack of training using the district HAC system.

# Priority Problem Statements

**Problem Statement 1:** Increasing reclassification numbers in our EL program.

**Root Cause 1:** Ensuring that all students received instruction in all EL classrooms with the District Minute Allotment in EL classrooms.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Lack of parental involvement in student academic progress through out the school year.

**Root Cause 2:** Parents are hesitant to embrace and engage in student learning. Parents lack of training using the district HAC system.

**Problem Statement 2 Areas:** Perceptions

# Goals

**Goal 1:** Student Achievement: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 1:** By Spring 2024 Reading STAAR, 3rd, 4th & 5th grade will make 10% growth in the approaches grade level standard.

All Students: 61% to 70%





**Evaluation Data Sources:** Fall and Spring

2023 STAAR Results

2024 Spring Mock STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with small group interventions for those students who did not meet approaches on 2023 STAAR. <b>Strategy's Expected Result/Impact:</b> Will see progress in M-class data from BOY to MOY and MOY to EOY and 2024 Mock STAAR <b>Staff Responsible for Monitoring:</b> Classroom teacher and LA IS  <b>TEA Priorities:</b> Build a foundation of reading and math -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide small PD throughout the year on interventions/small groups, student engagement and strategies to promote critical thinking to continue to build teacher capacity in Reading. <b>Strategy's Expected Result/Impact:</b> Student Growth from BOY to EOY on M-class <b>Staff Responsible for Monitoring:</b> LA IS  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Funding Sources:</b> Materials LMC - Principals Budget - 6399-00-12 - \$600	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers and Instructional specialist will conduct data meetings during CBPL's with classroom teachers to review student progress, target students and review of teacher data talk reflections. <b>Strategy's Expected Result/Impact:</b> Student growth from one unit assessment to another. <b>Staff Responsible for Monitoring:</b> Classroom teachers LA IS  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Funding Sources:</b> Incentive BBSI - Principals Budget - 6399-05-STIN - \$1,533	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teacher's will have access to RAZ Learning program for student support in reading. <b>Strategy's Expected Result/Impact:</b> Students will get targeted instruction and teachers will be able to monitor and give small group instruction on skill not able to master on RAZ Learning. <b>Staff Responsible for Monitoring:</b> Classroom teacher LA IS  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Funding Sources:</b> Raz Learning Program - Title I, Part A - 6291-00 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Promote and support district wide fiscal policies that are critical to educational programs based on students achievement and program evaluation data at the campus level <b>Strategy's Expected Result/Impact:</b> Funds spent will support district wide fiscal policies that are critical to education programs. <b>Staff Responsible for Monitoring:</b> ADMIN  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Spelling Bee - Principals Budget - 6499-01-36 - \$180	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Saturday camp program for students who did not meet approaches on 2023 Reading STAAR. <b>Strategy's Expected Result/Impact:</b> Students will make progress from the Reading 2023 STAAR to 2024 STAAR <b>Staff Responsible for Monitoring:</b> Classroom teachers Reading Instructional specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Embed skill instruction in CKLA lesson daily to support Low TEKS on STAAR. <b>Strategy's Expected Result/Impact:</b> To increase students exposure and ability on skill that was tested on STAAR. <b>Staff Responsible for Monitoring:</b> Classroom teacher	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 1:** Student Achievement: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 2:** By Spring 2023 Math STAAR, 3rd, 4th & 5th grade will increase the number of students in the approaches category by 10%.

3rd Eng. 58% to 68%  
 3rd Spn. 46% to 56%  
 4th Eng. 64% to 74%  
 4th Spn. 44% to 54%  
 5th Eng. 66% to 76%  
 5th Spn. 40% to 50%

**Evaluation Data Sources:** Interim Results, Fall and Spring  
 2023 STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure effective classroom instruction of TEKS by teacher participating in data desegregation of module assessments with a focus low TEKS using data trackers.  <b>Strategy's Expected Result/Impact:</b> Students will have a deeper understanding of math concepts by showing growth from MMA to EMA.  <b>Staff Responsible for Monitoring:</b> Math IS, teachers  <b>TEA Priorities:</b> Build a foundation of reading and math -  <b>Funding Sources:</b> Math Classroom Materials - Title I, Part A - 6399-00 - \$31,427, Educational Field Trips - Title I, Part A - 6494-01 - \$3,570, Admission-Educational Field Trips - Title I, Part A - 6499-01 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Target 3rd, 4th and 5th grade students who fell into the urgent intervention category on Math Renaissance and did not meet grade level standards on module assessments.  <b>Strategy's Expected Result/Impact:</b> Students will show growth from BOY to MOY, and MOY to EOY on Math Renaissance Testing.  <b>Staff Responsible for Monitoring:</b> Math Teachers and Math IS  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide staff development for 3rd-5th math teachers on how to utilize more strategies in the classroom i.e. anchor charts, manipulatives, interactive notebooks and resource folders <b>Strategy's Expected Result/Impact:</b> Teachers show evidence of math resources in the classroom. <b>Staff Responsible for Monitoring:</b> Math IS, teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Funding Sources:</b> Meals for Staff Development - Principals Budget - 6499-07 - \$3,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide opportunities for student to attend Math Saturday tutorials for students in the approaches and does not meet category . <b>Strategy's Expected Result/Impact:</b> Students will make progress from the math fall interim to the spring math STAAR Interim. <b>Staff Responsible for Monitoring:</b> Classroom teachers Math Instructional specialist	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** Student Achievement: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 3:** By Spring 2023 1st and 2nd grade students will decrease by 10% in "Well below" in Reading Mclass Dibels/ Lectura and Math MClass (1st grade) and Renaissance (2nd grade).

Reading Mclass Dibels/Lectura 50% to 40%

Math MClass 1st grade 38% to 28%

Math Renaissance 2nd grade - 19% to 9%

**Evaluation Data Sources:** BOY, MOY, EOY MClass/Lectura





BOY, MOY,EOY Mclass Math 1st grade, Math Renaissance 2nd grade

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide reading small group intervention lessons for 1st and 2nd grade students scoring "Well Below" on the BOY MClass/Lectura screening. Homework: tracking completion of progres. math fact fluency, tracking of module assessments. <b>Strategy's Expected Result/Impact:</b> Students will show growth from BOY to MOY to EOY on Mclass/lectura <b>Staff Responsible for Monitoring:</b> Classroom teachers and RTI specialist  <b>TEA Priorities:</b> Build a foundation of reading and math -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide math small group intervention lessons for 1st and 2nd grade students scoring "Well Below" on the BOY MClass Math/ Renaissance screening. Homework <b>Strategy's Expected Result/Impact:</b> Students will show growth from BOY to MOY to EOY on Mclass Math/ Renaissance <b>Staff Responsible for Monitoring:</b> Classroom teachers and RTI specialist.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Student Achievement: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 4:** By Spring of 2024, Our Emergent Bilingual students will make at least 1 years growth on their Composite TELPAS rating from 48% to 58%.

**Evaluation Data Sources:** ELLEVATION Strategies  
Spring 2024 TELPAS Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of ELLEVATION strategies during instruction. <b>Strategy's Expected Result/Impact:</b> Using 21-22 Date to guide goal setting for 22-23.  Goal Mastery/update in ELLEVATION tracked by teachers per 9 weeks.- Goals updated in ELLEVATION per TELPAS Domain and will be tracked by administration on a nine weeks basis. Teachers will also track student progress in ELLEVATION per nine weeks. The use of ELLEVATION strategies will be monitored in the teachers lessons plans and in CBPLs(Fortify Output - Focusing on Speaking and Writing).  Ellevation Modules Professional Development- Completed by Teachers who serve EB students to gain further insight on how to best target their EB learners. <b>Staff Responsible for Monitoring:</b> EB Champions, Instructional Coaches, Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of Summit K-12 in 1st -5th Grade with a focus on Speaking. <b>Strategy's Expected Result/Impact:</b> Teachers will meet with administration in 9 week data meetings where EB progress will be discussed in the areas of speaking. This will indicate which students need more targeted focus in the area of speaking. <b>Staff Responsible for Monitoring:</b> EB Champion, Instructional Coaches, Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Student Achievement: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 5:** By Spring 2023, Bussey 5th grade students will show an increase in scores 33% to 50% passing the Science STAAR test.





**Evaluation Data Sources:** Spring 2024STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide hands on learning activities by implementing a science lab during specials for all 4th and 5th grade students. <b>Strategy's Expected Result/Impact:</b> Growth in STAAR Science Spring 2023 <b>Staff Responsible for Monitoring:</b> Classroom teacher Science LAB Teacher  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Science Classroom Materials - Title I, Part A - 6399-00 - \$31,426	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Classroom teachers incorporating Summit K12 Science into daily instruction to supplement resources and activities within lessons in 4th and 5th grade classrooms. <b>Strategy's Expected Result/Impact:</b> Using data from Pre-and Post Tests on Summit K12 Science to measure student growth and progress on Science TEKS . Show in increase in student performance on Assessments. SUMMIT K12 Science STAAR Practice to focus on deficit areas. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2: School Culture:** Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 1:** By Spring 2024, Bussey Elementary will increase student development of self-management skills by 5% as measured by Panorama Survey. (61% to 70%).

**Evaluation Data Sources:** Fall & Spring Panorama Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bussey Elementary will utilize morning circle talks for students to share with one another and offer self and peer reflection. <b>Strategy's Expected Result/Impact:</b> Students self-management skills will increase and results will be seen through the Panorama Survey <b>Staff Responsible for Monitoring:</b> MTSS Team  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bussey will utilize the morning announcements to provide students with self- management skills, quotes, and opportunities to reflect on self-management. <b>Strategy's Expected Result/Impact:</b> Students will build a toolkit that will impact the self-management skills that will be reflected on the panorama survey <b>Staff Responsible for Monitoring:</b> Counselor/ MTSS Champion, Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: School Culture:** Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 2:** By Spring 2024, Bussey Elementary Staff will increase by 10% in Cultural Awareness and Action measured by the Panorama Survey (43% to 53%).





**Evaluation Data Sources:** Fall & Spring Panorama Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Engage in monthly activities on campus depicting different cultures. <b>Strategy's Expected Result/Impact:</b> Parent Sign-in Teacher lesson plans <b>Staff Responsible for Monitoring:</b> SEL Specialist Librarian  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement SEL activities and trainings during Faculty Meetings. <b>Strategy's Expected Result/Impact:</b> Staff well being will improve, allowing staff to see the benefits of using SEL in their daily life and with their students. <b>Staff Responsible for Monitoring:</b> MTSS Specialist MTSS Champion  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2: School Culture:** Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 3:** Through out the 2023-2024 school year Bussey Elementary will focus on data from the Panorama Survey to increase the 10 % of students and staff that growth mindset on campus from 56% to 66%.





**Evaluation Data Sources:** Panaroma Survey  
SEL strategies

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Celebrate students and staff every nine weeks on accomplishments <b>Strategy's Expected Result/Impact:</b> Each nine weeks the number of stakeholders with accomplishments grows. <b>Staff Responsible for Monitoring:</b> ADMIN MTSS Team CARES TEAM Teachers  <b>Funding Sources:</b> Security Supplies- Raptor supplies, cones - Principals Budget - 6399-00-52 - \$300	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: Mission-Driven Leadership:** Develop the capacity of every teacher, leader, and staff member to deliver rigorous, enriching learning experiences to every student.

**Performance Objective 1:** 80% of the classroom teachers that are identified as needing coaching support will improve their delivery of instruction based on the successful completion of a District Coaching Cycle.





**Evaluation Data Sources:** Instructional Walks data  
Coaching Cycle Logs  
T-TESS evaluations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration and Instructional Specialist will preform instructional walks with all classroom teachers to view lesson content, lesson delivery and skills presented by the classroom teacher and provide each teacher with feedback through feedback form and/or conferences. <b>Strategy's Expected Result/Impact:</b> Instructional Walk Feedback Form Instructional Walk Schedule <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Funding Sources:</b> Instructional Specialist - Title I, Part A - 6119-00-11-1RSL - \$76,447, Miscellaneous Materials - Principals Budget - 6499-00-23 - \$650	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The District Coaching Cycle will be implemented by Instructional Specialist and Administration. Our IS team will have at least 3 teachers on their coaching cycle on a weekly basis with documentation and 1:1 feedback conferences. <b>Strategy's Expected Result/Impact:</b> Coaching Cycle forms on staff members being coached 1:1 feedback Tracking Form <b>Staff Responsible for Monitoring:</b> Principal/ SAS  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Administration Materials - Principals Budget - 6399-00-23 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Mission-Driven Leadership: Develop the capacity of every teacher, leader, and staff member to deliver rigorous, enriching learning experiences to every student.

**Performance Objective 2:** All staff will receive T-TESS and Evaluation training throughout the year so they are knowledgeable of how they are being evaluated so they are able to grow in their professional assignment this school year.

**Evaluation Data Sources:** Walkthroughs, Observations, EOY Goals, Summatives

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule bimonthly walkthroughs on all classroom teachers to monitor and provide feedback to teachers on current content and skills they are expected to implement in their classrooms. <b>Strategy's Expected Result/Impact:</b> Feedback meetings will be held with any teacher where areas of opportunity are evident and at this meeting a timeline will be set for implementation on the feedback addressed. During official TTESS walk throughs areas of opportunities should now be areas to highlight for the teacher. <b>Staff Responsible for Monitoring:</b> Principal/ Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



**Goal 4:** Organizational Efficiency: Align data, financial, technology, and operations systems to enhance student performance.

**Performance Objective 1:** Bussey Elementary will monitor and control budgets not to exceed the allocated amount budgeted by June 2024, as measured each quarter by department budget expenditure reports and campus budgeting spreadsheets.

**Evaluation Data Sources:** Quarterly budget expenditure reports & campus budgeting spreadsheets





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet with the budget committee every quarter to review spending budget. <b>Strategy's Expected Result/Impact:</b> Quarter 1 -Spend 30% of budget Quarter 2 -Spend 30% of budget Quarter 3 -Spend 30% of budget Quarter 4 -Spend 10% of budget <b>Staff Responsible for Monitoring:</b> Bookkeeper/ Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Order and purchase needed materials, supplies, and equipment for the clinic and custodial operations <b>Strategy's Expected Result/Impact:</b> Ensure the health and safety of all staff and students <b>Staff Responsible for Monitoring:</b> Administration, bookkeeper, nurse, head custodian  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Custodial Supplies - Principals Budget - 6319-00-51 - \$3,200, Clinic Supplies - Principals Budget - 6399-00-33 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

**Goal 5:** Community Engagement and Outreach: Elevate district pride by strengthening partnerships with families, communities, and the business community.

**Performance Objective 1:** Bussey Elementary will increase stakeholder communication by 10% so that parents and stakeholders are knowledgeable of what is happening on campus by the end of the fall semester.

**Evaluation Data Sources:** Monthly Newsletters distributed  
Blackboard  
Social Media  
Peach Jar





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bussey will distribute a monthly newsletter keeping all stakeholders knowledgeable on what is happening at Bussey.  <b>Strategy's Expected Result/Impact:</b> Monthly Newsletter <b>Staff Responsible for Monitoring:</b> FACE Committee  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Postage for Parent Involvement - Principals Budget - 6399-02-23 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bussey Elementary will continue to use multi sources of social media to promote happenings at Bussey Elementary  <b>Strategy's Expected Result/Impact:</b> Post on Twitter for Bussey Post on Facebook for Bussey Post on Schoolwide Class Dojo <b>Staff Responsible for Monitoring:</b> Principal Principal Secretary Bussey Communication Staff Member  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Bussey Elementary will send out a monthly calendar to highlight important dates and opportunities for parent involvement in school events. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement and knowledge of school events <b>Staff Responsible for Monitoring:</b> FACE Committee  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Community Engagement and Outreach: Elevate district pride by strengthening partnerships with families, communities, and the business community.

**Performance Objective 2:** Continue working with all parents so that they have resources and activities to use with their children at home.

**Evaluation Data Sources:** Sign-In Sheets  
Family Night Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold Family Learning Nights before each modules/units to assist parents with knowledge and strategies that their children are learning at school and how to help them at home.  <b>Strategy's Expected Result/Impact:</b> Sign-In sheets Parent Surveys from Family Learning nights  <b>Staff Responsible for Monitoring:</b> FACE Liaison Instructional Specialist Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Parent Involvement Materials - Title I, Part A - 6399-00 61 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Community Engagement and Outreach: Elevate district pride by strengthening partnerships with families, communities, and the business community.

**Performance Objective 3:** Bussey will improve student daily attendance.

**High Priority**

**Evaluation Data Sources:** E School Attendance Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bussey will implement 9 week attendance competition to encourage students to be here daily. <b>Strategy's Expected Result/Impact:</b> Increase in weekly attendance percentages <b>Staff Responsible for Monitoring:</b> Attendance Committee ADS Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

# Title I

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

2022-2023 CIP Development:

- May 23-27, 2022 CNA completed by all grade levels regarding the 2021-2022
- July 28, 2022 Leadership Team reviewed CNA for strengths and weakness from 2021-2022 and set goals for the 2022-2023 school year
- August 9, 2022 campus committee met to review Performance Objectives and create strategies for the 2022-2023 school year
- August 11, 2022 campus committees share with Bussey Staff Performance Objectives and strategies created for the 2022-2023 school year
- August 15, 2022 CIP shared with parents

## 2.2: Regular monitoring and revision

Bussey's CIP will be monitored through quarterly committee meetings held by the champion of each committee. Committee Champions will update the CIP each quarter and share updates at Leader & Faculty Meetings.

## 3.1: Annually evaluate the schoolwide plan

Bussey CIP will be evaluated each quarter and then at the end of 2022-2023 with our end of the year CNA looking at our strengths and weaknesses.

# Campus Funding Summary

Principals Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials LMC	6399-00-12	\$600.00
1	1	3	Incentive BBSI	6399-05-STIN	\$1,533.00
1	1	5	Spelling Bee	6499-01-36	\$180.00
1	2	3	Meals for Staff Development	6499-07	\$3,400.00
2	3	1	Security Supplies- Raptor supplies, cones	6399-00-52	\$300.00
3	1	1	Miscellaneous Materials	6499-00-23	\$650.00
3	1	2	Administration Materials	6399-00-23	\$2,000.00
4	1	2	Clinic Supplies	6399-00-33	\$500.00
4	1	2	Custodial Supplies	6319-00-51	\$3,200.00
5	1	1	Postage for Parent Involvement	6399-02-23	\$500.00
Sub-Total					\$12,863.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Raz Learning Program	6291-00	\$6,000.00
1	2	1	Math Classroom Materials	6399-00	\$31,427.00
1	2	1	Admission-Educational Field Trips	6499-01	\$2,000.00
1	2	1	Educational Field Trips	6494-01	\$3,570.00
1	5	1	Science Classroom Materials	6399-00	\$31,426.00
3	1	1	Instructional Specialist	6119-00-11-1RSL	\$76,447.00
5	2	1	Parent Involvement Materials	6399-00 61	\$2,000.00
Sub-Total					\$152,870.00

# Addendums





# ALDINE

Independent School District

## FY 2022-2023 Principal's Budget Allocation Form

199-003 (BB00)

Campus:



131

Bussey Elementary

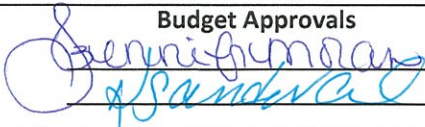
\$ 15,330

Budget request Description/ Justification:	Object/ Sub Object	Function	Budget Request Amount
<Example> General Supplies for front office	6399 00 - General Supplies	of managing and supervising all operations of	\$1,500.00
General Supplies	6399 00 - General Supplies	11- Direct student instruction	\$4,000.00
General Supplies - Office	6399 00 - General Supplies	23- School Leadership - Costs of managing and supervising	\$2,000.00
Raptor Supplies	6399 00 - General Supplies	52- Security and Monitoring Services - activities to keep	\$300.00
Food - Inservice	6499 07- Working meals	13- Curriculum Development and Instructional Staff	\$3,400.00
Miscellaneous Operating Cost	6499 00- Misc. Operating Costs	23- School Leadership - Costs of managing and supervising	\$650.00
Spelling Bee	6499 01- Fees	36- Extracurricular Activities - Activities commonly outside	\$180.00
Postage	6399 02- Postage	23- School Leadership - Costs of managing and supervising	\$500.00
Nurse Supplies	6399 00 - General Supplies	33- Health Services - Medical, dental and nursing health	\$500.00
Custodial Supplies	6319 00- Supplies for Maintenance and/or	51- Facilities Maintenance and Operations - Maintaining	\$3,200.00
Library supplies	6399 00 - General Supplies	12- LMC and Instructional and Media Resource Services	\$600.00

TOTAL 2022-2023 Requested BB00 Budget Allocation:

\$15,330.00

Note: Please do not budget for Furniture Allotment (FALT), Student Incentives (STIN) or Pre-K Registration (RGST)

Bookkeeper:	
Principal:	









Title I, Part A Campus - August 2022 Amendment

2022-2023

(Enter 4 digit #)

131

Campus #

Bussey Elementary

\$ 20,928.00

Total Amendment Amount

New Account	Fund	Sub-Fund	Function	Department	Unit	Object (Link)	Sub-Object	Year	Program	Sub-Program	Increase Expenditure Budget	Decrease Expenditure Budget	ESSA Strategic Priority REQUIRED	CIP Goal REQUIRED	CIP Objective	CIP Strategy	Intent & Purpose Details to correlate to your CIP-Campus Improvement Plan. (Justification required for each line)
*	xxx	xxx	xx	xxx	131	xxxx	xx	x	xx	xxxx	Amount Increase	Amount Decrease					
	211	T1A	11	000	0131	6119	06	3		1000		10,000	2	1	1	5	extended week program that will offer students who are struggling in 3rd, 4th, and 5th grade special tutoring and enrichment activities to assist them in maturing skills being taught in the classroom
	211	T1A	11	000	0131	6249	04	3		1000	10,000.00		2	1	4	2	Digital science platform that will deepen scientific understanding and support science mastery
	211	T1A	11	000	0131	6119	06	3		1000		10,928	2	1	1	5	extended week program that will offer students who are struggling in 3rd, 4th, and 5th grade special tutoring and enrichment activities to assist them in maturing skills
	211	T1A	11	000	0131	6399	00	3		1000	10,928.00		2	1	1	6	Provide teachers with materials and resources needed for all students to master skills being taught in reading, math, and
	211	T1A		000	0131			3									
	211	T1A		000	0131			3									
	211	T1A		000	0131			3									
	211	T1A		000	0131			3									
	211	T1A		000	0131			3									
	211	T1A		000	#REF!			3									
	211	T1A		000	#REF!			3									
	211	T1A		000				3									
Total:											20,928.00	20,928.00	Balanced				

<b>Print Form for Signing</b>			<b>ASSURANCE</b>		<b>TEA - Title I, Part A - Improving Basic Programs</b>	
Date	Signatures		I hereby certify that, (a) I accept all requirements of the Title I, Part A program, (b) assure all programs and/or activities funded are supplemental, will be conducted in accordance with all Federal, State, Local laws and regulations, and (c) ensure that the budget and any amendments are based on campus needs and reflected in the Campus Improvement Plan to meet the intent & purpose of the program.			The Campus Improvement Plan (CIP) is the auditable document that documents all Title I, Part A program budgets, <u>amendments</u> , expenditures and their supported programs and strategies. It is required to have all Title I, Part A related budgets and expenditures documented in the CIP. Documenting how <u>Economically Disadvantaged</u> students needs are met is critical.
8/10/22	Bookkeeper					
8/10/22	Bookkeeper Printed	Jennifer Moran				
	Principal					
	Principal Printed	Kathleen Sandoval				

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	CAMPUS/DEPT. PERSON RESPONSIBLE	FUND SOURCE  (IF APPLICABLE)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	CBC - K. Sandoval		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>Student fitness assessment data</li> <li>Student academic performance data</li> <li>Student attendance rates</li> <li>Percentage of students who are Economically Disadvantaged</li> <li>Use and success of methods of physical activity</li> <li>Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Haley Wesley, Sheila Daly		The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>Student groups served – monitoring over-representation</li> <li>Attendance rates</li> <li>Pre- and post- assessment results</li> <li>Dropout rates</li> <li>Graduation rates</li> <li>Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)			

MANDATE	REFERENCES	CAMPUS/DEPT. PERSON RESPONSIBLE	FUND SOURCE  (IF APPLICABLE)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>4. Campus/Dept. Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)			
<b>5. Dropout Prevention</b>	TEC 11.252			
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Stephanie Delapp		The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>campus-wide procedures for campuses, as applicable</li> </ul>				
<b>8. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> <li>TEXAS grant program</li> <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>	TEC 11.252(4)  TEC 11.252(3)(G)			

MANDATE	REFERENCES	CAMPUS/DEPT. PERSON RESPONSIBLE	FUND SOURCE  (IF APPLICABLE)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>9. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>Ensuring that teachers are receiving high-quality professional development</li> <li>Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA			
<b>10. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	K. Sandoval, Lydia Rivera		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<b>11. Student Welfare: Crisis Intervention Programs &amp; Training</b> <ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal)  Board Policy DMA(Legal)	Lydia Rivera		The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	CAMPUS/DEPT. PERSON RESPONSIBLE	FUND SOURCE  (IF APPLICABLE)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>				
<b>12. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> <li>Violence prevention and intervention programs</li> <li>Unwanted physical or verbal aggression</li> <li>Sexual harassment</li> <li>Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	K. Sandoval, L. Rivera		Board Policies: FFB, FOC, FOCA, DMA and FFE
<b>13. Texas Behavior Support Initiative (TBSI)</b> <ul style="list-style-type: none"> <li>Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)	K. Sandoval		Board Policy DMA(Legal)
<b>14. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001			