Carroll Independent School District

Durham Intermediate School

2021-2022 Campus Improvement Plan

Mission Statement

To provide a caring and creative learning environment that promotes excellence, fosters integrity and encourages each student to reach his or her academic, extracurricular and social potential.

Vision

Creating an environment that fosters excellence

Value Statement

Excellence - Relationships - Character & Integrity - Innovation - Open & Honest Communication - Compassionate Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Durham Intermediate School is a 5th and 6th grade campus housed in a building that was completely remodeled in 2000. It is one of two intermediate school campuses in CISD and serves the northern half of the community. There are approximately 725 students enrolled and about 75 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

Demographics Strengths

Durham Intermediate School has many strengths. Some of the most notable demographics strengths include:

- Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Durham Intermediate School consistently in the 96-98 percentile range.
- Students at Durham Intermediate School are very accepting of new students regardless of race or ethnicity.
- All students who withdraw enroll in other schools. No dropouts have been recorded for Durham Intermediate.

Student Achievement

Student Achievement Summary

Durham Intermediate enjoys a long history of outstanding student academic achievement. This can be seen in the 2019 Accountability Rating of **Met Standard.** In all four Performance Index areas (Index 1 - Student Achievement, Index 2 - Student Progress, Index 3 - Closing Performance Gaps, and Index 4 - Postsecondary Readiness) the campus scored significantly above the state target scores. The campus also received five Distinction Designation honors.

Student Achievement Strengths

Students are very active and involved in school sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus will continue to support a district-wide focus on MTSS. The campus needs to provide continuing support for teachers as they implement these procedures.

Problem Statement 2: The current generation of struggling students needs teachers with skills to incorporate technology into instruction. To enhance their current skills, the campus will provide professional development regarding technology for all teachers.

School Culture and Climate

School Culture and Climate Summary

Our school invests in building connections and, as a result, Durham Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. Durham Intermediate School has very few problems with discipline as compared with other intermediate schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

School Culture and Climate Strengths

- Durham Intermediate School celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- Students are accepting of students new to DIS and CISD.
- Students value each other and respect the variety of cultures of our diverse student population.
- Teachers feel empowered and valued. They report that DIS is a great place to work.
- Administrators work closely with faculty and staff in decision-making.
- Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Because our students are so actively involved, they need help staying organized and focused. The campus needs to continue providing Home Room organizational assistance at the beginning of the school year and then identify students who will need targeted assistance throughout the year.

Problem Statement 2: The campus needs to provide clear communication with students and parents in an attempt to help students plan ahead.

Problem Statement 3: As a preventative measure, the campus will continually keep anti-bullying activities as a level of focus.

Problem Statement 4: Although harassment, physical and verbal aggression are not problems, our campus feels it is important to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Durham Intermediate School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. In addition to professional development, the weekly PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

Staff Quality, Recruitment, and Retention Strengths

Durham Intermediate School celebrates the following strengths:

- Durham Intermediate School staff values professional development and seeks opportunities to participate in staff development in addition to what the district
- requires.
- 100% of the staff are Highly Qualified.
- 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
- Grade level PLCs and department PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Because of the rising number of ELL students, the campus will provide ELL training for all teachers at the beginning of each school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Durham Intermediate School teachers consistently use the district's curriculum. Teachers have aligned the CISD curriculum with the TEKS and identifies the specificity of each TEK at the depth and complexity needed for students to gain the expected understanding. In weekly lesson plans, teachers identify the TEKS being addressed and the type of assessment being used to check for understanding. Walkthroughs and teacher PLC discussions are used to ensure that the expected depth and complexity of instruction is being achieved. Teachers are working together to measure student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students.

Assessment is ongoing throughout each unit and students are encouraged and supported as they take on more responsibility with their learning. Teachers use data to drive instruction and design differentiation for students who are struggling and for students who need additional challenge. Teachers use data from both formal and informal assessments. Math and reading are the primary focus for students who have been identified based on STAAR, CBAs and teacher recommendation. In addition, tutoring opportunities are offered by teachers and assistance with classwork in both peer tutoring and small group environments.

A new MTSS structure was implemented and is demonstrating success. Since the procedures and strategies of MTSS are still fairly new, the campus has a sharp focus on its implementation. This structure is being used across the district. Documentation is collected regularly about what is working and what is not so that the MTSS structure can experience continuous improvement.

Curriculum, Instruction, and Assessment Strengths

Durham Intermediate School celebrates the following strengths:

- DIS is a high performing campus according to state testing scores. As a result, the curriculum followed by the district and DIS goes beyond the mandated state curriculum.
- Students participate in a wide variety of elective courses.
- DIS has a strong MTSS process.
- The master schedule supports planning time in PLCs.
- A strength of DIS teachers is their ability to identify strategies for students in Tier 1 and Tier 2.
- The ability to interpret and use common assessment data to drive instructional decisions is a a key component of the overall success of DIS.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and the CBAs identify some gaps in instruction and student achievement.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is a definite strength for our campus. Our volunteers serve in many different capacities, including in the classrooms, in the administrative areas, during special student events, etc. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We have positive comments that are made referencing how well the school is doing in educating students and how we take care of the various needs of our families. Additionally, we view customer service as a major priority.

Our website is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home.

Parent and Community Engagement Strengths

Durham Intermediate School enjoys a robust family and community involvement environment. When events occur, our campus overflows. It is common for us not to have enough seating which is a wonderful problem to have. Durham Intermedieate School's success is largely due to parent and community support, participation and cooperation.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While parent participation is extremely strong, an analysis of parent sign-in sheets, etc., reveals that parent involvement is not equal among the parents of all student groups. The campus needs to strengthen methods for reaching under-served families.

School Context and Organization

School Context and Organization Summary

Durham Intermediate School is respected for the feeling of safety at the school. The parents, community, staff and students report that they feel safe at school. Campus procedures are organized to maximize efficiency and safety. The master schedule is designed around instruction and daily routines are organized in a manner that reflects campus expectations for behavior and learning. Expectations are high; relationships of respect drive the expectations.

School Context and Organization Strengths

Durham Intermediate School is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The district is analyzing the the efficiency of our master schedule. The campus will adjust the master schedule according to directives from district administration.

Technology

Technology Summary

Durham Intermediate supports technology and believes technology enhances the student engagement in the learning process. The school is committed to maintaining the highest possible standards in hardware, software, and network capability for our staff and students. Our goal is to continue to provide cutting edge resources to our staff and students to support the highest level of student engagement possible.

Technology Strengths

As part of the Dragons Go Digital district initiative, Durham Intermediate School has identified these strengths:

- Smart Boards in each classroom
- All classrooms are fully equipped with a variety of current technology including mini-Dell laptops, document cameras and access to National Geographic, Brain Pop, Safari Montage and other resources
- Monthly technology training for staff
- Teachers report increasing skills and confidence with the use of technology
- Three full computer labs are available for students as well as being a 1:1 campus
- During the school year, teachers receive extensive training on how to integrate technology into their instruction.
- Follow-up professional development is planned for the current school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: The campus will continue to promote the Dragons Go Digital district initiative.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Attendance data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: Address the needs of the Gifted and Talented at DIS.

    Evaluation Data Sources: GT Planning on campus and in District,
PEIMs Data

Strategy 1 Details	Reviews			
Strategy 1: 1. GT Humanities Program	**Formative**			**Summative**
2. Compacted and Accelerated Math Programs	**Nov**	**Jan**	**Mar**	**June**
3. GT Science				
GT program will continue developing curriculum which promotes higher level thinking skills.				
Strategy's Expected Result/Impact: PEIMs Data				
Staff Responsible for Monitoring: GT Teachers, Staff, CISD Curriculum Coordinators				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 2: GT students will receive differentiated instruction through the use of strategies that GT certified teachers acquired in the GT intense training.

    Evaluation Data Sources: 100% of GT students will meet Level 3 standards on STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Develop innovative products and performances that reflect individuality, creativity and higher-level thinking using Texas Performance Standards Project.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples, Students will create innovative products reflective of higher-level thinking linked to over-arching question. **Staff Responsible for Monitoring:** GT SS/Sci/LA Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Provide an integrated language arts/social studies program to challenge learning experiences for G/T students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CBAs, Pre-AP writing sample, Students will create innovative LA/SS/Science products reflective of higher-level thinking linked to over-arching questions. **Staff Responsible for Monitoring:** GT SS/LA/Science Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Integrate Fine Arts into the GT Curriculum. Encourage participation in Odyssey of the Mind & Destination Imagination.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples, Various forms of art and music are incorporated in the lessons and projects in the GT LA/SS classes **Staff Responsible for Monitoring:** GT SS/LA/ScienceTeachers				

Strategy 4 Details	Reviews			
Strategy 4: Incorporate GT research strategies in lesson planning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples **Staff Responsible for Monitoring:** GT SS/LA/Science Teachers				

Strategy 5 Details	Reviews			
Strategy 5: Invite resource speakers to enhance the instructional lessons for GT students. Students will explore art in a variety of formats through the art docent program and in the GT classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples				

Staff Responsible for Monitoring: GT SS/Sci/LA Teachers

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 3: 100% of teachers will use classroom technologies, such as Smart Boards, laptops and iPads in classrooms to enhance the educational experience therein.

Evaluation Data Sources: Teachers will demonstrate an ability to effectively use various types of technology to improve classroom instruction as measured through administrative observations and annual surveys.

Strategy 1 Details	Reviews			
Strategy 1: 1. Teachers will receive additional professional development to increase their ability to effectively integrate various technologies into classroom instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Impact and implementation will be measured by the frequency and effectiveness of the use of technology in classrooms as observed in classroom walk-throughs. **Staff Responsible for Monitoring:** Leader: Principal. Also involved: curriculum & instruction department and the technology department.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 1: A variety of resources will be utilized to enhance effective communication between the school, parents, and community to support the academic, physical, emotional, and social well-being of students.

Evaluation Data Sources: Improved parent communication, parent & community feedback.

100% of contacts reached through Blackboard.

Increased parent participation in Meet the Teacher and Curriculum Night.

Strategy 1 Details	Reviews			
Strategy 1: 1. Utilize school website	**Formative**			**Summative**
2. Principal Newsletter/Mail Call (weekly) 3. Teacher Canvas pages	**Nov**	**Jan**	**Mar**	**June**
4. Meet the Teacher / Curriculum Night 5. Site Based Decision Making committee 6. Blackboard Announcements 7. 4th Grade Tours 8. New parent orientation 9. Twitter 10. Family Access 11. Remind 101 12. Seesaw (SPED) 13. Open House 14. PTO **Strategy's Expected Result/Impact:** Parent feedback, Number of successful contacts reached through Blackboard, Parent participation in Meet the Teacher and Curriculum Night **Staff Responsible for Monitoring:** Administration, Staff				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Create a collaborative work environment where employees feel a part of and are excited about coming to work.

Evaluation Data Sources: Committee feedback

Strategy 1 Details	Reviews			
Strategy 1: 1. Staff recognition (PTO lunches, Use of "True to the Core" initiative, etc.).	**Formative**			**Summative**
2. PLCs 3. PTO Treat Cart	**Nov**	**Jan**	**Mar**	**June**

4. Staff Appreciation Activities
5. Note Cards from Admin
6. Shout out newsletter
7.   Teacher of the Year
8. Sunshine Committee
9. Compliment Notebooks
 	
    Strategy's Expected Result/Impact: Monthly Staff Meetings,
 	
    PLC Meetings
    Staff Responsible for Monitoring: Staff,
 	
    PTO,
 	
    TLC				

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

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 1: Campus staff will ensure that they are effective and efficient stewards of all resources.

Evaluation Data Sources: Accurate record keeping of funds received and used. Each year, before approving the budget, a review spending practices will be done.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: 1. Solicit and secure alternative funding sources such as business donations, PTO gifts, and community donations. 2. Evaluate and refine campus budget based upon departmental needs.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Secretary monitors expenditures & reports weekly/monthly to principal **Staff Responsible for Monitoring:** PTO, Volunteers , Admin. , Principal, Dept. Chairs, CEF, SAGT				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Addendums

COMPLIANCE ADDENDUM 2021-2022

Coordinated Health - SHAC Council

Objective: Support Administrative Guidelines to School Wellness Policy FFA Local including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council.	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that identifies Demonstrates Success is performance on state fitness tests.

Discipline Management - Safe Environments

Objective: Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

Objective: Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation

Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI(Local) and are posted on the Counselor's website. They are also written as Administrative Regulations for administrators.	CISD Website; Counselors' website; Admin. Regs;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Student safety training for all staff including transportation and student nutrition conducted by counselors	"Summary of Bullying Changes"	Student Services	All staff trained in student safety.
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: htt12://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Admin. Regs. Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13 School Year

Appendix A

New definition of bullying: "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

    (1)   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

    (2)   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

Section 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

Section 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

Section 37.0832-Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:
1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can't be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81[51] Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.	Counselor Website	Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

Appendix A

Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "O" in Special Education

Strategies	Resources	Staff Responsible	Evaluation
• Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education	SIT Procedures	Exec Dir of SpEd CIS Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.
• Implement Multi-Tiered System of Supports (MTSS) to facilitate: o Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity; o Positive discipline and behavioral intervention and support; o Discipline and behavior management; o Provision of Early Intervening Services; o Increase in referrals to SAT that meet the criteria for			

Appendix A

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation
The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)] 6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. Allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. • Career Cluster/Programs of Study Templates • Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses • CTE program articulated sequence of courses • Carl Perkins Grant Funding • Graduate Profile • Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	CTE Career Pathways; Graduate Profile; Carl Perkins Grant Texas College & Career resource site: www.texascollegeandcareer .org	CISD Administration Counselors Teachers	Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school

State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081)
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for Al for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional Al if the EOC is required for graduation.
SCE funds may not be used for any other purpose until Al is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081)
6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk

prevention program [TEC 11.255)			
• Monitor truancy of 17 year olds to file before 18 • PGP Plans in place for all At-Risk grades 7-12 • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs.		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
DAEP Requirements: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates

PREGNANCY RELATED SERVICES

Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

each/every service: 1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education	Texas Health Resources Teenage Pregnancy Outreach Secondary Counselors	B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date	pregnant students. Graduation of PRS program.

PRIORITY SERVICE FOR MIGRANT STUDENTS

Strategies	Resources	Staff Responsible	Evaluation
The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps: 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students Use NSG PFS reports to give priority to these students in MEP activities		Special Programs Executive Director PEIMS Director	Number of migrant students served NCLB Compliance Report PBMAS

Appendix A

Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at• risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus.

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students, 4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
Records and documentation including: A. Verification of each pregnancy B. Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.		SpEd Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS

Appendix A