Carroll Independent School District

Walnut Grove Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Postsecondary Readiness

Mission Statement

Carroll ISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

Walnut Grove Elementary School is a K-4 grade campus housed in a building that is nearly nine years old. It is one of five elementary school campuses in CISD and serves the northern half of the community. There are approximately 700 students enrolled and about 90 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

2020-21 Texas Academic Performance Report for Walnut Grove

White 56.9%

Asian 23.3%

Hispanic/Latino 10.4%

Two or More Races 6.9%

Black/African American 2.5%

American Indian/Alaska Native 0.0%

Native Hawaiian/Other Pacific Islander 0.0%

Economically Disadvantaged 0.9%

English Language Learners 3.0%

At-risk 16.7%

SpEd 11.8%

Gifted and Talented 14.3%

Demographics Strengths

Families seek-out and move to Southlake for the solid reputation and rich tradition of excellence in our schools across the district.

Our families value education. If a student is struggling, parents go above and beyond to do whatever is necessary to help their child. They are strong advocates for their children as their children learn and grow to self-advocate, AND they are eager to partner with the school to help their child(ren).

The campus maintains extremely high expectations for all students. This is valued by both parents and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students reaching Masters on STAAR (specifically in math) is below 70% for the campus. **Root Cause:** Increase the level of rigor for all students AND spiral crucial concepts in order to ensure students maintain their level of understanding and mastery of those concepts throughout the year.

Student Learning

Student Learning Summary

TEA State Ranking - **A**

STAAR Test	Approaches	Meets	Masters
3rd Reading	100%	90%	70%
3rd Math	98%	84%	63%
4th Reading	99%	93%	68%
4th Math	97%	79%	54%

Student Learning Strengths

Reading comprehension and response skills were relative strengths across both grade levels tested. Author's purpose, however, was a relative weakness across grade levels.

Aspects of number and operations as well as geometry and measurement appeared to be relative strengths AND weaknesses depending upon the specific skills addressed within these broad objectives.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Performance on STAAR shows consistent performance at Approaches, but with opportunities to improve our growth measure by helping more students reach Masters as compared with schools similar to ours. **Root Cause:** Increase the level of rigor for instructional practices AND spiral key concepts to monitor growth and mastery throughout the year with all students in order to improve Masters STAAR progress scores across content areas.

School Processes & Programs

School Processes & Programs Summary

Walnut Grove Elementary School is focusing on developing Professional Learning Communities where teachers analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension. To ensure this PLC time remains a focus, WGES will be working to embed these processes into the work we do daily/weekly so that it can be accomplished as teachers meet as teams during the school day. Our interventionist and special programs faculty (i.e. special education, behavior team [BEST], ESL, and Language Science) have scheduled meetings with teams to discuss student academic and behavioral needs. Our staff will be focusing heavily upon the four guiding questions that drive the PLC process - - What should students know and be able to do? How will know/measure their level of mastery of the knowledge or skill? What will students do if they master this quickly? What will they do if they struggle to master? These questions will be coupled with two key protocols that will drive conversations when we meet - - Will the conversation be focusing upon DATA or PLANNING? As staff become more familiar with this process, we believe that students will begin to gain clarity about the four questions which will, in turn, benefit all of our learners.

Walnut Grove Elementary School teachers use the district's curriculum/scope and sequence and district selected programs that have been vertically and horizontally aligned to the Texas Essential Knowledge and Skills (TEKS). Campus administrators will conduct walk-throughs, observations, teacher discussions via team time, and be a part of their PLCs to ensure that the expected depth and complexity of instruction are being achieved. Formative and summative assessments are ongoing as students are encouraged and supported as they take on more responsibility with their learning. Differentiation is used to meet the needs of individual students as identified after studying the data from formal and informal assessments. Our district has a well-defined MTSS system for intervention and documentation that are utilized regularly by teachers. WIN "What I Need" time is incorporated into the daily schedule to meet with students in small groups and provide additional remediation and extension when needed. Tutoring opportunities are also offered before and after school for students needing more instruction for content mastery.

Students receive instruction in core curricular areas including English Language Arts, Mathematics, Social Studies, and Science. In addition, students receive Physical Education, Art, Music, Science Lab, and Technology Lab at least one time a week. Students also visit the library to experience read alouds, check out books, listen to visiting authors, and engage in research.

For students needing additional assistance, we provide a CARE reading intervention program, for students with Dyslexia, Language Science, and ESL classes for English Language Learners. We also serve our special needs students through Co-teach, inclusion and in class support, occupational therapy, physical therapy, social groups and speech.

WGES works diligently to recruit, hire and retain highly qualified and student-focused staff. New teachers are provided with a campus mentor who is trained through the district mentoring program to assist and observe the new teacher. In addition, all teachers are evaluated yearly using the district TEAM instrument which requires goal setting, observations, walk-throughs, and pre- and post- conferences with administrators in order to improve overall practice.

Paired with ongoing data analysis and needs assessments, WGES, as well as the district, provides professional development sessions for staff throughout the year and into the summer. WGES works to maintain a climate that focuses on growth for all students and staff.

We believe the guiding questions and protocols will help to focus our thinking and conversation so that everyone is able to work smarter in order to see all of our Dragons grow throughout the year.

School Processes & Programs Strengths

Structured Professional Development

-Monthly Faculty Meetings

-Monthly Team Leader Professional Development

-Additional District Days of Learning embedded within our calendar this year.

-Active Engagement Structures, which incorporate social skills, communication, and collaboration.

-Teacher collaborative time built into the schedule

-District aligned curriculum

-Administrative MTSS meetings every six weeks with support staff and teachers

-Safety drills conducted throughout the year

-WIN time built into the schedule

-New teacher mentor program

-Encore Classes (Music, Art, PE, Low Impact, Science Lab)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Time - teachers feel stretch and often stressed to accomplish everything needed/required within the school day. **Root Cause:** Failure to see/make connections among the items they are striving to accomplish.

Perceptions

Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students, teachers, and parents feel supported and accepted. There is a warm climate that creates a sense of home/family across the campus.

Walnut Grove Elementary School has not observed a pattern of persistent disciplinary concerns. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be growing kindness and respect for differences by modeling the Dragon Creed in all we do, continuing our Braggin' On This Dragon recognition for students that exemplify kindness, compassion, integrity and self-discipline (key words taken from the Dragon Creed), as well as, the implementation of the Power of One to help build student's social and emotional needs.

As part of a focus on health and wellness and in 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. As a result of such recommendations, WGES increased student's exercise time by implementing an additional recess time during the day for all grade levels.

Students are provided opportunities to grow their leadership skills and compassion by serving others. Each grade level focuses on a service learning project; Kindergarten- taking care of the earth (campus Green Team that collects campus recycling), 1st grade- animal shelters (collect items to support animal shelters), 3rd grade- sick children (Joy project collecting stuffed animals for children hospitals), 4th grade- Dragon Buddies (mentoring younger students).

Teacher Committees:

- Site Based Team
- BEST Team
- Safety Response Team (SRT)
- Team Leader Group
- Curriculum Writing Groups
- Sunshine Committee
- Fun Squad

Walnut Grove enjoys an involved family and community environment. Parents are always willing to step in and assist with assemblies, fund raisers, decorating the halls, and providing wonderful teacher appreciation luncheons. The community comes together to support WGES service projects both financially and with their time in order that their children learn the importance of giving back to those in need. In addition, the PTO raises a substantial amount of funds in order to purchase teacher wish list items for the classroom, educational resources for students, and professional development opportunities for the staff.

Perceptions Strengths

- Walnut Grove Elementary School celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- WGES celebrates student acts of kindness, compassion, integrity, and self-discipline with weekly grade level students. Each nine weeks 1 student per class receives a yard sign for Braggin' On This Dragon.
- Students readily follow school rules and expectations. No student has been assigned to DAEP.
- Students are accepting of students new to WGES and CISD.
- Teachers encourage the use of the Buddy Bench at recess.

- Teachers report that WGES 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.
- Students present periodically over announcements (or video post), to highlight traditions from around the world.
- Counselor gives periodic lessons over a variety of topics on building character development.

Problem Statements Identifying Perceptions Needs

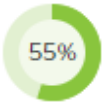
Problem Statement 1: Students sometimes struggle to understand, appreciate, and respect the differences that make us unique and better together. **Root Cause:** Our school district has become a sought-after destination which has contributed to our community becoming a beautiful collection of diverse cultures and backgrounds that bring an opportunity for greater understanding, appreciation, and respect.

Priority Problem Statements

Goals

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1:
Curriculum: Evaluate, design, and develop a vertically and horizontally aligned K-12 curriculum.

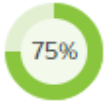
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.1.1: Ensure a vertically and horizontally aligned curriculum. **Strategy's Expected Result/Impact:** Increase in student academic growth as measured by: BOY, MOY, EOY Literacy Assessments District Common and Interim Assessments Report Cards Progress Reports I Station mCLASS/Amplify/DIBELS MTSS-progress monitoring data sheets Read Naturally Live Reading Plus Words Their Way Imagine Math ST Math Education Galaxy Reflex Math RAZ Kids **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure best instructional practices in the classroom and implement accountability to follow vertically and horizontally aligned curriculum. **Strategy's Expected Result/Impact:** Increase in student academic growth as measured by: BOY, MOY, EOY Literacy Assessments District Common and Interim Assessments Report Cards Progress Reports I Station mCLASS/Amplify/DIBELS MTSS-progress monitoring data sheets Read Naturally Live Reading Plus Words Their Way Imagine Math ST Math Education Galaxy Reflex Math RAZ Kids **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	30%	50%	70%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: Objective 1.2:
Student Opportunities: Evaluate current student offerings and explore new student opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Explore and assess opportunities for students to pursue their passions and non-academic interests. **Strategy's Expected Result/Impact:** Increased student engagement and involvement through opportunities such as: Campus clubs Mobile maker space Student service opportunities (morning announcements, grade-level community service, etc.) Encore (Art, Music, PE) Science Lab Library Technology **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

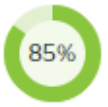
Performance Objective 3: Objective 1.3:
Programs: Evaluate programs that serve identified populations and create opportunities tailored to student needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure compliance to support and promote standards and best practices for identified populations. **Strategy's Expected Result/Impact:** Increased academic performance for students served through special programs such as: SPED QUEST Language Science CARE ESL 504 **Staff Responsible for Monitoring:** All Campus Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

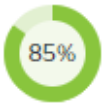
Performance Objective 4: Objective 1.4:
Student Skills: Provide opportunities for students to develop essential skills for life.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Explore and create opportunities for students to cultivate communication skills. **Strategy's Expected Result/Impact:** Effective communication by expressing themselves in a respectful and engaging manner, both academically and socially. **Staff Responsible for Monitoring:** All Campus Staff **ESF Levers:** Lever 3: Positive School Culture				

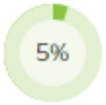
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 5: Objective 1.5:
Student Wellness: Support and enhance student and staff wellness.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote a positive and supportive school environment that is respectful and conducive to learning and achievement for all Dragons. **Strategy's Expected Result/Impact:** Reduced Discipline Referrals Increased Staff Morale **Staff Responsible for Monitoring:** All Campus Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create opportunities that develop resilience and conflict resolution skills to support healthy staff and students. **Strategy's Expected Result/Impact:** Staff and student are able to navigate situations when challenges arise in order solve problems successfully for all involved. **Staff Responsible for Monitoring:** All Campus Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure consistent application of discipline policies and processes across campuses and effectively support health and responsible behavior. **Strategy's Expected Result/Impact:** Consistency and continuous communication between elementary campuses **Staff Responsible for Monitoring:** Elementary Administration Team (Principal, Assistant Principal, Counselor) **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal 2:
Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: 2.1.1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop staff-centric, tailored professional development opportunities. **Strategy's Expected Result/Impact:** Improve practices based upon individual, team, and campus needs. **Staff Responsible for Monitoring:** Campus Administration. Curriculum and Instruction Department **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal 2:
Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:
Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop staff-centric, tailored professional development opportunities. **Strategy's Expected Result/Impact:** Improve practices based upon individual, team, and campus needs. **Staff Responsible for Monitoring:** Campus Administration. Curriculum and Instruction Department **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	30%	65%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Goal 2:
Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 3: Objective 2.3:
Retain: Assess and prioritize needs of dedicated and engaged staff for retention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review and analyze the data collected from the district and other surveys to create action steps related to satisfaction and retention. **Strategy's Expected Result/Impact:** Improve Staff Retention **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	N/A	55%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Goal 3:
Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.2:
Privacy and Security: Develop and implement data privacy, security policies, and best practices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify and implement standards related to technology usages. **Strategy's Expected Result/Impact:** Reduced discipline referrals for Acceptable Use Policy (AUP) violations. **Staff Responsible for Monitoring:** All Campus Staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Goal 3:
Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

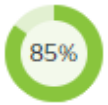
Performance Objective 2: Objective 3.3:
Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review and analyze the data gathered from district student and parent surveys related to the use of technology and usability training. **Strategy's Expected Result/Impact:** Determine what if any action steps are needed. **Staff Responsible for Monitoring:** Campus Administration Site Based Team Leaders **ESF Levers:** Lever 1: Strong School Leadership and Planning	30%	50%	75%	→

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

Goal 3: Goal 3:
Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 3: Objective 3.4:
Learning Systems: Integrate and streamline learning and educational platforms across campuses with accountability and fiscal responsibility.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff will meet the district expectation in See Saw and Skyward implementation. **Strategy's Expected Result/Impact:** 100 percent staff compliance with district expectations. **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Goal 4:
Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:
Finance: Build and efficiently utilize financial resources across all operational and capital areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Minimize the number of cross-function transfers. **Strategy's Expected Result/Impact:** Reduced number of needed board approvals. **Staff Responsible for Monitoring:** Campus Administration and Principal's Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning	30%	55%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve attendance rate for the campus from the 2021-22. school year. **Strategy's Expected Result/Impact:** Increased ADA funding. **Staff Responsible for Monitoring:** PEIMS Attendance Secretary, Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	30%	50%	70%	→

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

Goal 5: Goal 5:
Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:
Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide consistency and alignment on delivery of all campus/teacher communication. **Strategy's Expected Result/Impact:** Positive feedback on consistent communication as measured by district survey. **Staff Responsible for Monitoring:** Campus Administration and Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Goal 5:
Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 2: Objective 5.2:
Marketing: Promote the Dragon brand and mission.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide consistency and alignment of the updated district branding and communication. **Strategy's Expected Result/Impact:** Alignment of campus and district branding. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	30%	55%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Addendums

Appendix A

COMPLIANCE ADDENDUM 2022-2023

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

Appendix A

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.

Appendix A

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, 81st 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.

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 AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation.

SCE funds may not be used for any other purpose until AI 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.		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS

Appendix A