

Elgin Independent School District
District Improvement Plan
2021-2022



Vision

Elgin ISD changes lives.

Mission

EISD ensures a high-quality education that guarantees a life-changing experience for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elgin Independent School District spans across 168 square miles in central Texas, including parts of 3 counties: Bastrop, Lee, and Travis counties. The city of Elgin is located twenty miles east from the capital city of Austin on Highway 290.

As of October 2021, The Elgin Independent School District is serving close to 5,000 students, an increase of almost students in the last year.

This year, Elgin Elementary School has approximately 815 students, Neidig Elementary School has approximately 637 students, Booker T. Washington Elementary School has approximately 649 students, Elgin Intermediate School has approximately XXX students, Elgin Middle School has approximately 1020 students, Elgin High School has 1282 students, and Phoenix High School has approximately 50 students.

Demographic data from TEA is as follows:

Ethnic Distribution:		
African American	473	10.4%
Hispanic	3,199	70.2%
White	753	16.5%
American Indian	5	0.1%
Asian	15	0.3%
Pacific Islander	3	0.1%
Two or More Races	108	2.4%

Economically Disadvantaged	3,547	77.9%
Non-Educationally Disadvantaged	1,009	22.1%

Economically Disadvantaged	3,547	77.9%
Section 504 Students	455	10.0%
English Learners (EL)	1,570	34.5%
Students w/ Disciplinary Placements (2018-19)	155	3.2%
Students w/ Dyslexia	237	5.2%
Foster Care	10	0.2%
Homeless	161	3.5%
Immigrant	55	1.2%
Migrant	124	2.7%
Title I	3,209	70.4%
Military Connected	7	0.2%
At-Risk	3,368	73.9%

Demographics Strengths

As a fast-growing school district, the demographic strengths of Elgin ISD include the diversity of the student body as well as the increase in the number, and percentage, of students who are Emergent Bilinguals. Data obtained from the 2019-2020 Texas Academic Performance Report show that the percentage of Emergent Bilinguals, or English Learners, is 35%. Close to 1600 of Elgin ISD students are Emergent Bilingual based on 2019-2020 data.

Elgin ISD continues to grow in student population from 3891 in 2008 to 4617 in 2021. According to the 2021 PEIMS disaggregation data, Elgin ISD has seen an increase in the Hispanic population from 42.4% in 2003 to 73.1% in 2021. The white population in Elgin has seen a shift from 43.3% in 2003 to 14.0% in 2021. The District has also seen an increase in the number of students who speak English as their second language. Over the past ten years English language learners have increased from approximately 17% to 37%. According to a multi-year comparison, Elgin ISD has seen an increase in its economically disadvantaged population increasing from 53.6% in 2003 to 73.1% in 2021.

Elgin ISD celebrates the diversity of students that attend our schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Elgin ISD's population is increasing at a faster rate causing concerns of facility space and prompting the need for a future bond election. **Root Cause:** New housing developments have been approved by the City of Elgin and construction is progress.

Problem Statement 2 (Prioritized): The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning. **Root Cause:** Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

Problem Statement 3 (Prioritized): Students in Elgin ISD who are served by the district's Special Education and Bilingual Education programs are performing at rates significantly below their peers in the district and are performing below students who are served by special programs state-wide and are not meeting acceptable growth measures. **Root Cause:** There is not a clear system for building teacher capacity to design and delivery differentiated instruction that incorporates consistent high yield instructional strategies.

Problem Statement 4 (Prioritized): Students in EISD who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups. **Root Cause:** The district is implementing Tier Interventions through an RTI model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.

Student Achievement

Student Achievement Summary

All Districts and Schools Were Not Rated in 2020 and 2021 Due to COVID-19. In 2021, districts and campuses receive a Not Rated: Declared State of Disaster label overall and in each domain. Distinction designations are not awarded for 2021.

The Student Achievement Summary data below displays state trend data as well as the District and Campus level component scores for 2021.

Accountability Summary 2018 - 2021					Accountability Summary 2021 - District/Campus Level							
State Level												
Student Achievement	Raw Component Score				District	BTW	EES	NES	EIS	EMS	EHS	PHS
	2018	2019	2020	2021	2021	2021	2021	2021	2021	2021	2021	2021
STAAR Performance	49	51		42	27	18	16	31	23	26	36	13
College, Career and Military Readiness (2018-2020 Rules)	54	65	73									
% Military Enlistment	2	4	5									
% CTE Coherent Sequence	4	7	9									
College, Career and Military Readiness (2021 Rules) **	48	54	59	63	76						79	36
Graduation Rate	91.8	92.1	92.4	92.6	95						98	78
School Progress	Raw Component Score											
	2018	2019	2020	2021	2021	2021	2021	2021	2021	2021	2021	2021
Academic Growth	69	69										
Relative Performance (STAAR Performance and CCMR)	52	58		53	52	18	16	31	23	26	58	
Relative Performance (% EcoDis)	58.8%	60.6%		60.2%	78.70%	85.20%	84.50%	77.20%	79.80%	79.70%	72.80%	76.60%
Closing the Gaps	% of Indicators Met											
	2018	2019	2020	2021	2021	2021	2021	2021	2021	2021	2021	2021
Academic Achievement Status	96%	100%		29%	0%	0%	0%	0%	17%	0%	17%	0%
Growth Status	68%	64%										
Graduation Status	27%	19%		45%	14%						0%	0%
English Language Proficiency Status	100%	100%		100%	0%	100%	100%	100%	0%	0%	0%	
Student Success Status (STAAR Performance)	100%	100%		0%	0%	0%	0%	11%	0%	0%	0%	0%
School Quality Status (CCMR)	86%	100%		93%	100%						100%	0%

Statement on 3rd grade trends.

	3rd Math Summarized Results
	Meets
Elgin ISD	6.70%
Economic Disadvantage	5.56%
Black/African American	5.26%
Hispanic	6.59%
Two or More Races	0%
White	11.11%
First Year of Monitoring	0%
LEP	2.63%
Special Ed Indicator	0%
	3rd Reading Summarized Results
	Meets
Elgin ISD	19.81%
Economic Disadvantage	14.20%
Black/African American	15.79%
Hispanic	18.18%
Two or More Races	40%
White	33.33%
First Year of Monitoring	0%
LEP	15.18%
Special Ed Indicator	0%

Statement on CCMR

2021 Closing the Gaps											
ELGIN ISD (011902)											
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement Status											
ELA/Reading Target	44%	32%	37%	60%	56%	33%	29%	19%	36%	46%	42%
Target Met	No	No	No	No	No	No	No	No	No	No	No
% at Meets GL Standard or Above	29%	25%	26%	50%	33%	23%	19%	18%	21%	29%	27%
# at Meets GL Standard or Above	584	56	394	122	10	373	185	47	9	410	174
Total Tests	2,040	220	1,532	246	30	1,595	972	262	43	1,405	635
Mathematics Target	46%	31%	40%	59%	54%	36%	40%	23%	44%	47%	45%
Target Met	No	No	No	No	No	No	No	No	No	No	No

2021 Closing the Gaps											
% at Meets GL Standard or Above	18%	16%	16%	29%	26%	14%	12%	19%	16%	18%	16%
# at Meets GL Standard or Above	289	31	192	57	8	176	100	40	6	203	86
Total Tests	1,646	191	1,221	195	31	1,288	805	210	38	1,115	531
Graduation Rate Status											
Target	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Target Met	No	No	No	No		No	No	Yes (3)			
2019 % Graduated	90.90%	91.70%	89.30%	93.50%	-	89.70%	77.30%	79.30%			
2020 % Graduated	88.20%	86.50%	87.60%	89.60%	100.00%	85.10%	73.20%	81.50%			
2020 # Graduated	299	32	191	69	**	194	30	22			
2020 Total in Class	339	37	218	77	**	228	41	27			
English Language Proficiency Status											
Target							36%				
Target Met							No				
TELPAS Progress Rate							33%				
TELPAS Progress							306				
TELPAS Total							915				
Student Success Status											
Target	47	36	41	58	55	38	37	23	43	48	45
Target Met	No	No	No	No	No	No	No	No	No	No	No
STAAR Component Score	27	25	25	42	32	23	19	17	22	28	26
% at Approaches GL Standard or Above	50%	46%	47%	68%	57%	44%	39%	29%	41%	50%	48%
% at Meets GL Standard or Above	25%	22%	22%	41%	30%	20%	15%	20%	20%	25%	23%
% at Masters GL Standard	7%	6%	6%	16%	9%	5%	4%	3%	5%	8%	6%
Total Tests	5,403	595	4,007	682	89	4,187	2,529	678	112	3,682	1,721
School Quality Status											
Target	47%	31%	41%	58%	53%	39%	30%	27%	43%	50%	31%
Target Met	Yes	Yes	Yes	Yes		Yes	Yes	Yes		Yes	Yes
% Students Meeting CCMR	72%	70%	71%	72%	83%	67%	52%	86%	*	77%	51%
# Students Meeting CCMR	236	26	152	52	**	149	23	25	*	199	37
Total Students	329	37	213	72	**	221	44	29	*	257	72

Student Achievement Strengths

Neidig Elementary students outperformed Elgin ES and BTW ES despite COVID-19 complications and being ranked as an F in 2018

Elgin ISD:

- Relative performance remains a strength notably due to CCMR indicators
- Science: 9% increase for all students; 16% increase for Hispanic; 15% increase for Economically Disadvantaged; 13% increase for ELs

EHS:

- CCMR and School Quality data remains a strength for the Elgin

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness. **Root Cause:** A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.

Problem Statement 2 (Prioritized): A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness. **Root Cause:** The district is lacking a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.

Problem Statement 3: Students are not demonstrating mastery of math standards at the college ready level in grades 4-8. **Root Cause:** High yield instructional strategies in math are not being delivered consistently across the grades levels as many teachers do not have the capacity to effectively implement math instruction that promotes critical problem-solving.

Problem Statement 4: The Early College High School program and P-TECH programs compete for the same students, as the number of students who are college-ready by ninth grade is limited. **Root Cause:** There is not a clear CCMR plan to increase college-readiness, build enrollment and ensure diverse representation.

Problem Statement 5: Students are not demonstrating mastery of reading standards at the college ready level in grades 4-8.

Problem Statement 6: A high percentage of students are not demonstrating mastery of standards in content area courses in 9-11 grades.

District Culture and Climate

District Culture and Climate Summary

Elgin ISD continues the implementation of the Strategic Plan for Year 2. There was a collective effort by a district team and the strategic planning committee to restructure the plan as we moved into Year 2. This restructuring allows the work of the district to be more focused on the action steps that will provide the biggest leverage for improvement.

Our School Board adopted new goals for the 2019-2020 school year, and readopted the same goals for the 2020-2021 school year, and those board goals drive the Performance Objectives and Strategies contained in the Strategic Plan. This plan is the foundation to our decision-making and has been shared with several groups, including the District Advisory Committee, our District Leadership Team, campuses, and the community.

District Culture and Climate Strengths

The Board Goals focus on the following areas identified through the Strategic Planning process:

1. Student Learning and Progress
2. Teacher Quality
3. Engaged, Well-Rounded Students
4. Safety and Well-Being

Through this process, EISD identified its Core Values:

Respect: Every voice matters

Elgin Pride: Our strength comes from our diversity, community, and shared history

Accountability for All: Shared responsibility for success

Collaboration: One Town, One Team, One Family (OTOTOF)

Having Fun: Working hard and having fun

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Build cultural competency of employees **Root Cause:** Changing demographics

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Priorities:

Summary of identified needs in order of priority:

1. Teacher & Administrator Retention - +20%
2. Teacher & Administrator Mentoring / Coaching
3. Teacher & Administrator Recruitment - Grow Your Own, Cultural Competency

Staff Quality, Recruitment, and Retention Strengths

Strengths:

Teaching applicants are degreed through an institution of higher learning and certified through the State Board of Educator Certification of Texas.

District has flexibility for certification via use of District of Innovation approval.

Paraprofessionals providing instructional support have post-secondary hours equivalent to an Associates Degree, or have completed and approved assessment for Reading, Writing and Math; thereby confirming their Highly Qualified status under NCLB.

The District has incentivised the highest area of need, Bilingual Education, with recruitment and retention stipends monies.

The District has incorporated the requirement for ESL certification within two years upon hire into the employment contract.

The District has made concerted efforts toward GT and ESL certification development, curriculum development, and an ongoing cycle of assessment.

Many teachers are completing required GT training and ESL certification.

The District's support for professional development and curriculum continues to develop and increase.

Technology and assessment help for administrative as well as teaching staff has been a priority.

The District has developed, and continues to pursue, partnerships with various universities to grow teachers and teaching staffing options.

Elgin Early College High School collaborates on staffing with the Elgin Campus of Austin Community College.

Growth of the Human Capital department staff has allowed for focused efforts toward recruitment, onboarding, mentoring and retention.

The District's substitute teacher system has been effective in securing substitutes and tracking leave.

The District's teacher mentor program continues to grow and develop.

The District's student / teacher ratio is efficient and effective.

The District offers tuition reimbursement for paraprofessionals seeking teacher certification and teachers seeking masters degrees.

The District's Child Development Center is both convenient for teachers' children and an effective recruiting tool.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Build cultural competency of employees **Root Cause:** Changing demographics

Problem Statement 2: The current district curriculum was developed pre-COVID and does not provide clear tools and resources for identifying unfinished learning in students' progression towards mastery. **Root Cause:** Instructional specialists housed on campuses are focused on PLC supports as well as coaching teachers in job-embedded professional development and do not have the time nor capacity to build aligned viable and guaranteed curriculum, instruction, and assessment resources.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Elgin ISD follows the curriculum provided by TEKS Resource System (TRS), including the scope and sequence and supplemental resources. Teachers meet prior to the beginning of each unit to conduct a TEKS study, in which teachers dig into the Instructional Focus Document (IFD) to determine the specificity of the TEKS, analyze key vocabulary terms, analyze released STAAR items (if applicable), analyze the Vertical Alignment Document, and determine essential questions for the unit and for each TEKS. Following the TEKS Study, elementary and middle school teams develop a unit organizer to help them pace instruction of TEKS throughout the unit and to make meaningful connections between and among TEKS. Teachers develop daily lesson plans on a standardized Elgin ISD lesson planning template that includes key components that should be included in all effective lessons. At the end of each unit, students are assessed with a combination of released STAAR items (if applicable) and TRS unit test items. Data is analyzed at Data Digs during PLCs to determine opportunities for reteach/review and to celebrate mastery and progress.

These same processes are being followed even in the times of COVID. Some are happening virtually, while some are still occurring face-to-face, following all safety protocols.

Curriculum, Instruction, and Assessment Strengths

- Instructional Planning Anchor Chart (IPAC) and planning collaboration in teams
- Unit Organizer as planning tool at elementary, intermediate, and middle school campuses
- Common Unit Assessments & Data Analysis for informed instructional decisions
- Campus Instructional Playbook strategies & change cycle implementation at elementary, intermediate, and middle school campuses
- Writing across content areas and Student Learning Objective (SLO) monitoring district-wide
- Students have digital access to curriculum due to the 1:1 technology initiative district-wide. PK-2 have iPads and grades 3 and up have Chromebooks.
- Weekly PLC meetings by departments to discuss student data and instructional strategies.
- On-going monitoring of common assessment data for individual students based on campus needs identified through Eduphoria data and CIP/TIPs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The current district curriculum was developed pre-COVID and does not provide clear tools and resources for identifying unfinished learning in students' progression towards mastery. **Root Cause:** Instructional specialists housed on campuses are focused on PLC supports as well as coaching teachers in job-embedded professional development and do not have the time nor capacity to build aligned viable and guaranteed curriculum, instruction, and assessment resources.

Problem Statement 2: Dual Language Program teachers need instructional materials necessary to provide rigorous and challenging literacy instruction in both English and Spanish. Emergent Bilingual students need comprehensive language acquisition materials to support English acquisition. **Root Cause:** Additional support is needed to ensure students to meet the challenging state academics standards.

Problem Statement 3: The Early College High School program and P-TECH programs compete for the same students, as the number of students who are college-ready by ninth grade is limited. **Root Cause:** There is not a clear CCMR plan to increase college-readiness, build enrollment and ensure diverse representation.

Parent and Community Engagement

Parent and Community Engagement Summary

Elgin ISD is committed to the goal of providing quality education for every child in this district. EISD wants to establish partnerships with parents and the community. Everyone gains if school and parents/guardians work together to promote high achievement for our children. Neither home nor school can do the job alone. Parent support is critical to a child's educational success. EISD recognizes that parent and community support are essential to a productive school culture and must continue to create a school environment that is welcoming to families, the community, and students.

Parent and Community Engagement Strengths

Our district supports programs that help our students, community and parents become active partners. Elgin ISD has a partnership with Community Health Centers of South Central Texas and Blue Bonnet Trails to help meet the health and social emotional needs of Elgin ISD students by providing the care and support needed to achieve and maintain optimal health and wellness. The District also partners with Communities in School (CIS). CIS provides school-based staff who partner with teachers to identify challenges students face in class or at home and coordinate with community partners to bring outside resources inside schools such as food, clothing, counseling or emotional support. The district migrant program is utilized to meet the additional needs of migratory students for supplies, medical, clothing, and access to other resources to benefit migratory student success. The District also involves migrant parents through the Parent Advisory Council (PAC). PAC meetings are designed to achieve two objectives: (1) to develop leadership among migrant parents; and (2) to educate parents about topics they express interest in or topics that the District feels are important for migrant parents to be informed about.

Parent and Community Engagement Strengths include: face-to-face parental involvement such as meet the teacher nights, superintendent socials, PTA, school community walks, various school programs, open houses, and other informational meetings. Communication to parents and the community is disseminated through the district website, Superintendent talks, district automated messages, e-mails from teachers, principals and superintendent, Facebook, Twitter, on-line surveys, and other print media sent home with students. Also, Elgin ISD uses an on-line customer service and communication portal called REACH the E. Accessed on the Elgin ISD website, REACH the E allows anyone to submit a question, comment, concern, suggestion, or compliment and receive a response from a District administrator. REACH the E is available in Spanish. In addition, in an attempt to engage more parents and guardians, the District translates many of the communications and meetings.

Another opportunity for community and parent engage is through the school safety and security committee. The school safety committee participates in developing and implementing emergency plans to ensure that the plans reflect specific campus, facility, or support services needs. The committee also provides recommendations to the district's board of trustees and district administrators regarding the district multihazard emergency operations plan. The committee also consults with local law enforcement agencies on methods to increase law enforcement presence near campuses. Community members and parents are required to be on the committee.

The District and campuses communicate information to parents through various means such as: phone, email, website, E-news, Twitter and Facebook and Parent Portal. Advisory committees exist at the campus and District Level. A strategic planning committee was created and members worked to identify and address identified District needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Helping all stakeholders effectively navigate technology resources **Root Cause:** Access to and comfort with using technology - digital immigrant

District Context and Organization

District Context and Organization Summary

The Elgin Independent School District is located approximately 22 miles east of Austin and is in the Region 13 Education Service Center area. It is one of the larger districts geographically in the Central Texas region, providing educational facilities and resources in more than 168 square miles in portions of Bastrop, Lee, and Travis counties to meet the needs of approximately 4,556 students and over 700 employees at six campuses.

Elgin is a growing rural district with large and increasing needs. Of the Elgin ISD student body, 70% are Hispanic, 10% are African American, 17% are Anglo, and 3% are classified as other or two or more races. Currently, over 77% of our student population qualifies for free or reduced lunch prices (with an even higher rate of 80% in the elementary schools), and that number continues to grow by an average of 1.25% annually with enrollment growth. Similarly, we have experienced an increase in our English Language Learners (ELL) population, with an all-time high of over 34%, nearly 6% above the state average. Finally, the number of students who meet the state's eligibility criteria as an "at-risk" student is approximately 62%.

Compounding the needs of our geographically large, rural, high needs student population, we have unique staffing needs. A lack of affordable housing – and indeed almost any accessible multi-family housing – in our district means that a great majority of our staff must live outside district boundaries. This, combined with the draw of the Austin urban culture, means that we have the highest teacher turnover of any district with over 1,500 students in the Central Texas region. With a 26% teacher turnover rate, maintaining quality and consistency of quality teaching is extremely difficult.

As a growing district, we remain committed to our mission, and that is, to ensure all students receive a high-quality education, guaranteeing a life-changing experience for all.

District Context and Organization Strengths

- Elgin ISD instituted full-day Pre-K in 2013. We are in our 8th year of full-day Pre-k. Our current 6th graders were our first group of full-day enrollees.
- Elgin ISD began the Breakfast in the Classroom program in 2013, which takes the traditional school breakfast approach and improves it by moving it into the classroom. Breakfast is free for every student in Elgin ISD, regardless of family income level.
- Elgin ISD partnered with a federally qualified health clinic and opened a school/community based health clinic on one of our facilities (centrally located in the district). The clinic not only serves our students and families but also the entire community. We have a mental health component (in partnership with Bluebonnet Trails), a health/wellness component (in partnership with Community Health Centers of South Central Texas), and a new dental component.
- Elgin ISD was the recipient of the 21st Century ACE grant, which has allowed us to provide a robust after-school program to ensure students are in a safe place and learning continues beyond the school day.
- Elgin ISD was designated as an Early College High School in 2014. In May 2018, our first graduating class had approximately 12-15 students earning their Associate's Degree and another 12-15 completing the core 42. By May 2020, students earning their Associate's Degree had increased to 26.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Build cultural competency of employees **Root Cause:** Changing demographics

Problem Statement 2: The current district curriculum was developed pre-COVID and does not provide clear tools and resources for identifying unfinished learning in students' progression towards mastery. **Root Cause:** Instructional specialists housed on campuses are focused on PLC supports as well as coaching teachers in job-embedded professional

development and do not have the time nor capacity to build aligned viable and guaranteed curriculum, instruction, and assessment resources.

Problem Statement 3: The Early College High School program and P-TECH programs compete for the same students, as the number of students who are college-ready by ninth grade is limited. **Root Cause:** There is not a clear CCMR plan to increase college-readiness, build enrollment and ensure diverse representation.

Technology

Technology Summary

Priorities:

Elgin Independent School District (EISD) serves approximately 4617 students with a significant estimated growth projection in the next few years. This forecasted population growth represents new opportunities for our educational technology implementation. EISD recognizes that technology plays an exponentially increasing role in both the instructional and operational sides of the school district. Additionally, the requirement for 1:1 technology devices for all students due to the COVID-19 pandemic has created a continuing need for funds and support capabilities.

Needs in order of priority:

1. Increase technology capacity to support a 1:1 initiative for all students.
2. Cloud-based digital resources due to remote asynchronous instructional model.
3. Instructional/educational technology integration.
4. Administrative technology solutions for productivity.

Technology Strengths

Strengths:

The Elgin ISD administration, Board of Trustees, and voters have been responsive to the district's technology needs. Campus requests for and use of technology solutions have been increasing at an exponential rate. Elgin ISD students and staff members have prospered from the commitment of the EISD Board of Trustees, administration, and voters and many technology initiatives have been implemented successfully throughout the district. Highlights:

- There is a strong technology presence throughout Elgin ISD.
- The Elgin ISD Board of Trustees, Superintendent's Cabinet, and Leadership understands the need for up-to-date technology in the education of today's students and they are committed to providing the necessary resources to keep Elgin on the cutting edge of technology.
- Elgin ISD houses all of its production servers in an expanded and dedicated server room with dual HVAC systems and back-up power provided by a UPS and a natural-gas generator.
- Bandwidth is a strength with the district utilizing a 2-gigabit connection, with a priority to increase this to 5-gigabit in the near future.
- At all grade levels, teachers are utilizing technology in their lesson plans.

The Technology Department has responded to many teaching needs by budgeting for items such as teacher laptops, digital video projectors, document cameras, interactive

white boards, mobile devices, Carts On Wheels (COWs), 1:1 initiatives, etc.

- Elgin ISD is continually increasing available educational technology resources.
- With our increase in network capacity, speed, and bandwidth, EISD has expanded access to a variety of online resources. Online instructional content for students include Renaissance Learning, iStation, Imagine Math, StemScopes, Google's G-Suite, and a credit recovery program (Edgenuity's E2020).
- Elgin ISD utilizes many methods for effective communication with its stakeholders including an automated alert system (School Messenger), district and campus social media sites (Facebook, Twitter), REMIND, Class Dojo, etc.
- Staff can access online resources from any location including e-mail (GMAIL), online gradebook (Ascender Teacher Portal), assessment data (Eduphoria Aware), and payroll information (Ascender Employee Portal).
- Parents can access their student's information through the Ascender Parent Portal and Google Classrooms.
- The district's data is protected by an enterprise-level firewall, anti-virus, and anti-spam technologies. In compliance with the Children's Internet Protection Act and the Protecting Children in the 21st Century Act, we utilize filtering technologies to protect our students. Finally, all staff and students are required to sign the EISD Acceptable Use Policy (AUP) for technology use.
- Each school in our district, with the exception of our AEP campuses, have a full-time teacher who serves as the Campus Instructional Technologist. This staff member facilitates instruction with technology integration, teacher professional development, technical troubleshooting, and student instruction.
- Virtualization has been added via our virtual desktop infrastructure and virtual server solutions.
- Elgin ISD provides annual funding for device replacement cycle.
- E-textbooks are a positive addition to curriculum making textbooks accessible to students with disabilities and allowing all students access by multiple modalities.
- EISD has fully implemented a 1:1 device initiative at all grade levels.

Problem Statements Identifying Technology Needs

Problem Statement 1: Budget and plan for a 5-6 year refresh cycle of computers, laptops, servers, and network equipment. **Root Cause:** Minimum and recommended software requirements demand newer hardware..

Problem Statement 2: Data and voice over IP services are distributed via enterprise-level wireless antennae to Booker T. Washington Elementary. Budget and plan for fiber connectivity to this campus. **Root Cause:** BTW is our only campus not connected to the EISD network via fiber optic cabling.

Problem Statement 3: DRP - Disaster Recovery Plan - Budget for redundant network connections/circuits to each building/campus. Warm site is needed on west side of town. **Root Cause:** In the case of a severed fiber cable, having a redundant network path becomes crucial.

Problem Statement 4: Expand and ensure the integration of the Technology Applications TEKS into all curricular areas. **Root Cause:** TEA and the Texas Administrative Code requires LEAs to deliver the technology application TEKS and standards to students.

Problem Statement 5: Develop additional Technology Applications courses at the secondary level. **Root Cause:** Technology career pathways in the world market place increase every year.

Problem Statement 6: Budget for and expand the implementation of mobile technology solutions for staff and students. This will improve staff and student computer ratios, and facilitate the use of emerging technologies to meet the diverse needs and learning styles of our 21st century scholars. **Root Cause:** 24/7 access to online resources.

Problem Statement 7: Plan for expansion of the EISD wireless network to provide equal access to all student devices. While we have 100% wireless coverage within the perimeters of each campus/building, the number of devices per square foot is increasing. The result is the need for additional wireless access points in every classroom. **Root Cause:** The density of devices is increasing.

Problem Statement 8: Develop and implement a more comprehensive technology professional development plan correlated to SBEC's Technology Applications Standards I-V. This will aid staff in mastering basic technology skills, and in integrating those skills throughout the curriculum. **Root Cause:** Our staff skills need to be aligned with SBEC technology

standards.

Problem Statement 9: Seek out business partnerships in the community to provide "real world" applications for students and staff to apply technology skills. **Root Cause:** Students need hands-on experiences as they explore career pathways.

Problem Statement 10: Continue providing exceptional instructional and technical staff to support current and upcoming technology initiatives and the needs of a growing student population. **Root Cause:** Increased need for technology support capacity.

Problem Statement 11: Increase awareness of technology expectations by campus leadership regarding what to look for in classrooms during walk-throughs. This will aid in evaluation and analysis of instructional technology strategies by campus leadership. **Root Cause:** All teachers need to be integrating technology into their daily lessons.

Problem Statement 12: Increase the number of security cameras at elementary campuses. **Root Cause:** The original security camera implementation only covered external areas at elementary campuses.

Problem Statement 13: Implement STEAM and the 4C's (Critical Thinking, Communication, Collaboration, and Creativity) **Root Cause:** Students need skills that will allow them to be competitive in today's work force.

Problem Statement 14: Require more frequent and consistent analysis of IT resource data. **Root Cause:** The effective of a program/resource can only be gleaned through data analysis.

Priority Problem Statements

Problem Statement 5: A high percentage of students in third grade are not demonstrating mastery of math skills that are key indicators of future academic success and college readiness.

Root Cause 5: A strong early childhood numeracy plan that includes progress monitoring and teacher capacity building has not been developed and implemented.

Problem Statement 5 Areas: Student Achievement

Problem Statement 1: The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning.

Root Cause 1: Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

Problem Statement 1 Areas: Demographics

Problem Statement 4: A high percentage of students in third grade are not demonstrating mastery of reading skills that are key indicators of future academic success and college readiness.

Root Cause 4: The district is lacking a strong evidenced-based intervention program for students in in grades k-2 that individualizes reading instruction for students who are not making acceptable progress in mastering reading skills.

Problem Statement 4 Areas: Student Achievement

Problem Statement 2: Students in Elgin ISD who are served by the district's Special Education and Bilingual Education programs are performing at rates significantly below their peers in the district and are performing below students who are served by special programs state-wide and are not meeting acceptable growth measures.

Root Cause 2: There is not a clear system for building teacher capacity to design and delivery differentiated instruction that incorporates consistent high yield instructional strategies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in EISD who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups.

Root Cause 3: The district is implementing Tier Interventions through an RTI model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data





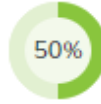




- Parent surveys and/or other feedback
- Community surveys and/or other feedback










Goals





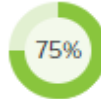











Goal 1: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 1: The percent of Elgin ISD students reaching the projected "Meets Grade Level" standard on NWEA Map Growth Reading will increase from 14.5% to 30% by the end of the 2021-2022 school year.

Evaluation Data Sources: NWEA MAP Proficiency Report

Strategy 1 Details	Reviews			
Strategy 1: Ensure Instructional Specialist are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative reading data. Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity. Adopt and implement new Reading /Language Arts textbook adoption in grades 9-12. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses. Strategy's Expected Result/Impact: Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading. Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$319,827	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Create a Literacy Programs department to develop the Elgin ISD Literacy Framework that will provide a clear pipeline of resources and professional learning support for a literacy pipeline to include high yield instructional strategies for literacy across the curriculum. Strategy's Expected Result/Impact: Students will engage in consistent learning experiences to build literacy skills in ELAR classrooms and across the disciplines in grades 5-12. Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning Problem Statements: Demographics 3, 4 Funding Sources: - 255 - Title II, Part A - \$90,576.68, Literacy Program - 282 - ESSER III, ARP - \$101,336	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Build a strong system of supports for students in need of reading intervention through high quality screeners, progress monitoring tools, and consistent supplemental instructional resources. Strategy's Expected Result/Impact: Consistency in identification and tiered supports for students who are identified as striving readers. Staff Responsible for Monitoring: Asst. Supt. of Teaching and Learning Funding Sources: Intervention Paraprofessionals - 211 - Title I-Part A - \$44,295, Intervention materials - 211 - Title I-Part A - \$18,623, Secondary At Risk Teachers, Intervention and Aides - 199 - General Fund: State Compensatory Education - \$801,598, Title I Campus At Risk Teachers, Intervention and Aides - 199 - General Fund: State Compensatory Education - \$445,858, Accelerated Learning Teachers - 282 - ESSER III, ARP - \$65,916, Extended Learning Academies - 282 - ESSER III, ARP - \$36,701, Accelerated Learning PD - 282 - ESSER III, ARP - \$12,500, Progress Monitoring Tool - 282 - ESSER III, ARP - \$36,160	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Bilingual/Dual Language and ESL Coordinator position providing supplemental academic support and supplemental materials and services to ensure ELs obtain English proficiency at high levels. Strategy's Expected Result/Impact: Increased performance of Bilingual/ESL students. Staff Responsible for Monitoring: Director of Bilingual and ESL Funding Sources: Bilingual/Dual Language and ESL Coordinator salary - 263 - Title III, LEP - \$78,323.62, Supplemental materials for ESL and Dual Language classrooms - 263 - Title III, LEP - \$74,341.38, Title III Program Support - 211 - Title I-Part A - \$49,992, Bilingual ESL Specialist - 282 - ESSER III, ARP - \$81,450	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Staff elementary, intermediate, and middle schools with curriculum specialists to focus on power standards in reading and build strong tier one literacy instruction. Strategy's Expected Result/Impact: Curriculum specialists will co-create a scope and sequence that focuses on power standards with clear building blocks of learning that align to formative and interim assessments, instructional resources, and high yield instructional strategies to accelerate student learning. Specialists will support teachers in unit and lesson planing and design using student data to inform instruction. Staff Responsible for Monitoring: Director of Curriculum and Instruction Funding Sources: Curriculum Specialists - 282 - ESSER III, ARP - \$188,605	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide direct, targeted summer intervention in literacy and math that is supplemental for At-Risk students. Strategy's Expected Result/Impact: Increased academic performance as measured by NWEA MAP, STAAR, credit accrual and graduation rates. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Funding Sources: Summer School Staff and Supplies - 199 - General Fund: State Compensatory Education - \$13,815, Summer School Staff and Supplies - 282 - ESSER III, ARP - \$62,201	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide Reading Language Arts professional development in grades K-English II to build teacher and specialist capacity, with the expectation that learnings are applied to improve content knowledge and instruction.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics





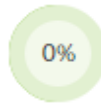




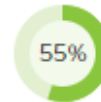
Problem Statement 3: Students in Elgin ISD who are served by the district's Special Education and Bilingual Education programs are performing at rates significantly below their peers in the district and are performing below students who are served by special programs state-wide and are not meeting acceptable growth measures. **Root Cause:** There is not a clear system for building teacher capacity to design and delivery differentiated instruction that incorporates consistent high yield instructional strategies.













Problem Statement 4: Students in EISD who have been historically underserved (Black, Hispanic, and Eco Dis) are performing at rates significantly below their peers in the district who do not fall into these groups as well as performing below the state averages of students in the same historically underserved groups. **Root Cause:** The district is implementing Tier Interventions through an RTI model that is inconsistently delivered across campuses and does not emphasize a clearly effective integrated and culturally responsive approach for assuring all students needs are met.


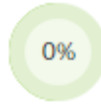





Goal 1: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 2: The percent of Elgin ISD students reaching the projected "Meets Grade Level" standard on NWEA Map Growth Math will increase from 10.9% to 20% by the end of the 2021-2022 school year.

Evaluation Data Sources: NWEA MAP Proficiency Report

Strategy 1 Details	Reviews			
Strategy 1: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Internal capacity building will result in improvement in the quality of math instruction and student data will demonstrate student progression towards mastery of standards. Staff Responsible for Monitoring: Asst. Supt. of Teaching and Learning Funding Sources: - 255 - Title II, Part A - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. (Elementary and Middle Schools.) Utilize the Math Specialists and Master Teachers to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Math specialists begin to lead campus and grade-level based math professional development, transitioning away from the need for math consultants. This includes the expectation that plans are developed for monitoring classroom implementation of learning and the impact on student achievement. Strategy's Expected Result/Impact: Campuses will see increase in formative and summative student achievement data and capacity of math specialists increases. Staff Responsible for Monitoring: Principals and Asst. Supt. Teaching and Learning Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$319,827	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide math professional development in grades K-Algebra I to build teacher and math specialist capacity, with the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Campuses will see increases in formative and summative math data. Staff Responsible for Monitoring: Asst. Supt. Academics & SI Funding Sources: Math PD Contract Services - 255 - Title II, Part A - \$66,345, Prof Dev. Extra Duty Pay - 255 - Title II, Part A - \$35,000, Prof. Dev. Materials - 255 - Title II, Part A - \$12,000, Prof Dev. Travel - 255 - Title II, Part A - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Staff elementary, intermediate, and middle schools with curriculum specialists to focus on power standards in math and build strong tier one math instruction. Funding Sources: Curriculum Specialists - 282 - ESSER III, ARP - \$188,605	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Build a strong system of supports for students in need of math intervention through high quality screeners, progress monitoring tools, and consistent supplemental instructional resources. Funding Sources: Intervention Paraprofessionals - 211 - Title I-Part A - \$44,295, Intervention materials - 211 - Title I-Part A - \$18,624, Secondary At Risk Teachers, Interventionist and Aides - 199 - General Fund: State Compensatory Education - \$801,598, Title I Campus Intervention, At Risk Teacher and Aides - 199 - General Fund: State Compensatory Education - \$445,858, Accelerated Learning Teachers - 282 - ESSER III, ARP - \$188,605, Extended Learning Academies - 282 - ESSER III, ARP - \$36,701, Accelerated Learning PD - 282 - ESSER III, ARP - \$12,500, Progress Monitoring Tool - 282 - ESSER III, ARP - \$36,160	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental STEM enrichment opportunities for extended day programs. Strategy's Expected Result/Impact: Increase student performance in math, science and technology. Staff Responsible for Monitoring: ACE Program Director Funding Sources: STEM Resources for ACE - 289 - Title IV, Part A - \$14,000, Technology funds - 289 - Title IV, Part A - \$250	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 8 Details	Reviews			
Strategy 8: Provide direct, targeted summer intervention in math that is supplemental for at-risk students. Strategy's Expected Result/Impact: Increase student achievement as measured by STAAR, NWEA MAP, credit accrual, Algebra 1 EOC, and graduation rates. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Funding Sources: Summer School Staff and Supplies - 199 - General Fund: State Compensatory Education - \$13,815, Summer School Staff and Supplies - 282 - ESSER III, ARP - \$64,202	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 1: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 3: The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on reading STAAR will increase from 20% to 44% by 2024.

HB3 Goal

Evaluation Data Sources: Progress Monitoring Tools, STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: Implement intense literacy tutoring and interventions in partnership with Literacy First that includes staffing elementary schools with 4 additional TA's who are specifically trained to deliver and monitor reading instruction to students who are identified as Tier 2. Strategy's Expected Result/Impact: Student academic growth as evidenced on district benchmarks and STAAR 2022. Staff Responsible for Monitoring: Asst. Supt. Teaching and Learning; Campus Principals Funding Sources: Literacy Specialist Aides - 282 - ESSER III, ARP - \$111,863	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement Phase One of Elgin ISD's Early Literacy Plan ensuring that district and campus leaders are participating in the Texas Reading Academies. Strategy's Expected Result/Impact: District and campus capacity for high quality reading instruction will be improved in grades K-3 so that the district can provide effective leadership for Phase 2 of the implementation of the Early Literacy.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Reduce the ratio of adults to students in kindergarten classrooms across the district to mitigate the impact of COVID-19 for students relative to disruptions in PreK enrollment and instruction. Funding Sources: Kindergarten Aides - 282 - ESSER III, ARP - \$477,722	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 4 Details	Reviews			
Strategy 4: Provide an alternative learning environment for students who need more direct behavioral support. Strategy's Expected Result/Impact: Increased performance for students at risk behaviorally. Staff Responsible for Monitoring: DAEP Administrator; Asst Supt. Curriculum and School Improvement Funding Sources: DAEP Salaries - 199 - General Fund: State Compensatory Education - \$430,862, DAEP Supplies - 199 - General Fund: State Compensatory Education - \$4,275, DAEP Technology Supplies - 199 - General Fund: State Compensatory Education - \$1,000, DAEP Technology Equipment - 199 - General Fund: State Compensatory Education - \$3,000, DAEP Professional Development and Travel - 199 - General Fund: State Compensatory Education - \$4,660	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 1: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.








Performance Objective 4: The percent of Elgin ISD third grade students reaching "Meets Grade Level" Standard on math STAAR will increase from 6% to 46% by 2024.

HB3 Goal

Evaluation Data Sources: Progress Monitoring Tools, STAAR 2022

Strategy 1 Details	Reviews			
Strategy 1: Hold flexible Title I parent meeting/s at different times and dates to inform and involve parents in Schoolwide Title I planning, including selecting free and reduced lunch eligibility as the poverty criteria, and developing/revising Campus Parent and Family Engagement Policy and School Compact. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement Staff Responsible for Monitoring: Title I Campus Principals; Federal Program Administrators Funding Sources: PFE supplies - 211 - Title I-Part A - \$3,000, Title I Program Support - 211 - Title I-Part A - \$20,556	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Elementary School parent conferences in October to distribute and review the Campus Parent and Family Engagement Policy, Student Success Compact, and to discuss student achievement. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement. Staff Responsible for Monitoring: Title I Campus Principals; Federal Programs Administrators Funding Sources: Title I Program Support - 211 - Title I-Part A - \$20,556	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Post District improvement Plan, Campus Improvement Plans, Campus Parent and Family Engagement Policies, and Campus Student Success Compacts on campus and district websites in both English and Spanish. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement Staff Responsible for Monitoring: Federal Programs Administrators; Title I Campus Principals Funding Sources: Title I Program Support - 211 - Title I-Part A - \$20,556	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home. Strategy's Expected Result/Impact: Increased parent engagement enabling growth in student achievement Staff Responsible for Monitoring: Title I Campus Principals; Federal Programs Administrators Funding Sources: PFE support materials - 211 - Title I-Part A - \$9,000, Title I Program Support - 211 - Title I-Part A - \$20,556	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: School-Parent Liaison will help promote school-parent communication for At Risk students. Recovery Specialist will ensure student attendance. Strategy's Expected Result/Impact: Increased parent engagement. Increased attendance Staff Responsible for Monitoring: Deputy Superintendent for Administration and Student Services Funding Sources: Parent-Liaison Salary - 199 - General Fund: State Compensatory Education - \$11,588, Recovery Specialist - 282 - ESSER III, ARP - \$84,917	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: District Homeless Liaison will provide supplemental resources and support for homeless/foster students. Strategy's Expected Result/Impact: Increased school engagement and graduation rate. Staff Responsible for Monitoring: Deputy Superintendent for Administration and Student Services. Funding Sources: Homeless Student Liaison - 199 - General Fund: State Compensatory Education - \$62,247, Homeless/Foster Care transportation- Supplemental - 211 - Title I-Part A - \$11,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Ensure migrant academic success by providing supplemental support services such as academic support, medical services, technology resources, tutoring, college trips, and clothing. Strategy's Expected Result/Impact: Increased school engagement and graduation rate. Staff Responsible for Monitoring: Deputy Superintendent for Administration and Student Services. Funding Sources: Migrant NGS recruiter salary - 212 - Title I-Part C: Migrant - \$44,425, Migrant Interventionist - 212 - Title I-Part C: Migrant - \$16,944, Supplies and materials - migrant - 212 - Title I-Part C: Migrant - \$2,923, Medical services - migrant - 212 - Title I-Part C: Migrant - \$3,000, Migrant Travel - 212 - Title I-Part C: Migrant - \$3,000, Staff Technology - 212 - Title I-Part C: Migrant - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Continued opportunities for academic growth beyond the school year/day. Strategy's Expected Result/Impact: Academic growth Staff Responsible for Monitoring: ACE Program Director Funding Sources: ACE Summer Activities - 211 - Title I-Part A - \$16,000, STEM Enrichment Camp - 211 - Title I-Part A - \$4,904	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide ESL adult evening classes. Strategy's Expected Result/Impact: Increased Family engagement Staff Responsible for Monitoring: Deputy Superintendent for Administration and Student Services. Funding Sources: Resources for Adult ESL classes - 263 - Title III, LEP - \$18,100	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Elgin ISD will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 5: Elgin ISD third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.

Math Economically Disadvantaged:

5% to 36% by 2024

Math Emergent Bilingual:

2% to 40% by 2024

Reading Economically Disadvantaged:











12% to 33% by 2024

Reading Emergent Bilingual:

15% to 29% by 2024

HB3 Goal





Evaluation Data Sources: Progress Monitoring Tools, STAAR Math and Reading Disaggregated

Strategy 1 Details	Reviews			
Strategy 1: Build capacity of campus administrators, instructional leadership teams, and teachers to disaggregate progress monitoring data in reading and math to ensure emerging bilingual and economically disadvantaged students in grades PreK-3 are accelerating their learning towards mastery of standards by third grade.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Build capacity of elementary campus instructional technologists to support teachers and students in using digital tools to improve learning outcomes. Strategy's Expected Result/Impact: Increase achievement on NWEA MAPS. Staff Responsible for Monitoring: principals Funding Sources: - 255 - Title II, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Elgin ISD will increase teacher and administrator retention rates.

Performance Objective 1: Job satisfaction of staff at the campus and district levels will improve, as measured by district communication processes and climate surveys.





Evaluation Data Sources: Reach the E; School Quality Survey; Exit survey data; Superintendent Listening Tours

Strategy 1 Details	Reviews			
Strategy 1: Conduct district-wide "listening tours" each semester to ensure all staff have an opportunity to provide real time feedback to district leaders. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Improved morale Staff Responsible for Monitoring: Superintendent Funding Sources: Survey Platform (Engage) - 199 - General Fund: Local Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote and Utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators. Staff Responsible for Monitoring: District/Campus Leadership Teams Funding Sources: Communication Platform (Let's Talk) - 199 - General Fund: Local Funds	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Elgin ISD will increase teacher and administrator retention rates.

Performance Objective 2: Cultural Competency of staff increases such that they are able to successfully REACH and teach students of diverse backgrounds and experiences.





Evaluation Data Sources: School Quality Survey;

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement activities at the campus and district level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. Staff Responsible for Monitoring: Asst. Supt. for Academics/SI; Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand the district and campus leadership teams' knowledge and expertise in the area of cultural competency each summer and throughout the school year to provide opportunities for growth. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate. Staff Responsible for Monitoring: Asst. Supt. for Academics/SI	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. Strategy's Expected Result/Impact: Teachers are better equipped to REACH and teach students of diverse backgrounds and experiences, leading to increased teacher retention. Staff Responsible for Monitoring: Principals; Asst. Supt. Academics/SI	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Elgin ISD will increase teacher and administrator retention rates.

Performance Objective 3: Perceptions of staff related to consistent behavioral interventions and classroom support will improve, as measured by qualitative and/or survey data.


Evaluation Data Sources: Survey Data; Qualitative data from listening tours







Strategy 1 Details	Reviews			
Strategy 1: Increase staffing support that allows for a streamlined focus on behavioral support and intervention. These supports include hall monitors at the middle and high school levels and Campus Testing/504 Coordinators at each campus. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale Staff Responsible for Monitoring: Superintendent Funding Sources: Survey Platform - 199 - General Fund; Local Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management. Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale Staff Responsible for Monitoring: Executive Cabinet	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administer and analyze survey data annually to measure improvement as it relates to perceptions of behavioral interventions and classroom support, to include support from campus administrators. Strategy's Expected Result/Impact: Increase teacher retention rates. Staff Responsible for Monitoring: Chief Technology Officer; Dept. Supt.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus and district leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided. Strategy's Expected Result/Impact: Increase teacher retention rates. Staff Responsible for Monitoring: Assistant Superintendent for Academics and SI; Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Elgin ISD will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 1: The percentage of students participating in extracurricular activities will increase.

Evaluation Data Sources: District-created student tracking mechanism

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of "recruitment fairs" to promote extracurricular and co-curricular offerings. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Director CCMR; Asst. Supt. Academics & SI	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Director of CCMR; Director Student Support and Guidance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment. Strategy's Expected Result/Impact: Increase in percentage of students participating in extracurricular activities. Staff Responsible for Monitoring: Director of CCMR; Director Student Support and Guidance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide credit recovery opportunities for at-risk students. Strategy's Expected Result/Impact: Increase graduation rate. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 0%			

Strategy 5 Details	Reviews			
Strategy 5: Improve the academic performance rate at the Alternative Education Program at Phoenix High School. Strategy's Expected Result/Impact: Increased graduation rate. Increased percentage of students attaining Meets on STAAR EOC's.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide an alternative learning environment for students who need more direct behavioral support.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Elgin ISD will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 2: The percentage of Elgin ISD economically disadvantaged and emergent bilingual students meeting CCMR reaching Closing the Gap targets will increase from 52% to 72% by 2024.

HB3 Goal

Evaluation Data Sources: Data received from TEA and/or National Student Clearinghouse

Strategy 1 Details	Reviews			
Strategy 1: Update and continuously implement a tracking mechanism to identify students who are College Career and Military Ready (CCMR). Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement My Brother's Keeper initiative to support men of color and all students by offering mentoring in financial aid, scholarships, and college applications. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI Funding Sources: School Improvement - 282 - ESSER III, ARP - \$101,336, Credit Recovery - 282 - ESSER III, ARP - \$66,816	Formative			Summative
	Nov	Jan	Mar	June


Strategy 4 Details	Reviews			
Strategy 4: Recruit and support Early College High School and PTECH students by aligning enrollment with the TEA blueprint and performance goals for each program. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI and Dept. Supt.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ensure counselors continuously receive up-to-date information regarding career programs of study. Strategy's Expected Result/Impact: The percentage of students directly enrolling in post-secondary programs and/or the military will increase. Staff Responsible for Monitoring: Asst. Supt. Academics & SI/Director of CCR and Director of Program Support and Guidance Funding Sources: Counselor Coop - Region 13 - 255 - Title II, Part A - \$2,700	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Elgin ISD will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 3: The percentage of Elgin ISD students that are College, Career, and/or Military Ready (CCMR) will increase from 72% to 82% by 2024.

HB3 Goal

Evaluation Data Sources: CTE student enrollment - PEIMS, Regional Workforce data, student interest survey results





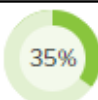
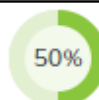
Strategy 1 Details	Reviews			
Strategy 1: Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Partner with Workforce Solutions to hire and provide a Workforce Specialist to support workforce efforts (i.e., internships, mentors, career surveys, etc.) Strategy's Expected Result/Impact: Percentage of students enrolling in CTE programs, with aligned pathways to regional workforce needs and student interest increases. Staff Responsible for Monitoring: Superintendent/ Director CCR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase business and industry partnerships to increase student access to work-based learning opportunities. Strategy's Expected Result/Impact: Percentage of students enrolling in CTE programs, with aligned pathways to regional workforce needs and student interest increases. Staff Responsible for Monitoring: Superintendent, Asst. Supt. Academics & SI/ Director CCR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Seek grant opportunities to build infrastructure for desired/selected Programs of Study. Strategy's Expected Result/Impact: Percentage of students enrolling in CTE programs, with aligned pathways to regional workforce needs and student interest increases.	Formative			Summative
	Nov	Jan	Mar	June










Staff Responsible for Monitoring: Superintendent, Asst. Supt. Academics & SI/ Director CCR				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: Elgin ISD will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 1: Positive perceptions of school safety, as measured by qualitative and/or survey data from stakeholders, will increase.

Evaluation Data Sources: School quality survey; qualitative data; Reach the E







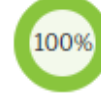
Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates school as a safe learning environment. Staff Responsible for Monitoring: Cabinet Funding Sources: School Quality Survey - 199 - General Fund: Local Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement components of the Sandy Hook Promise to ensure early identification of, and intervention for, potential at-risk behaviors. Strategy's Expected Result/Impact: Improved perceptions of school safety. Staff Responsible for Monitoring: Director of Program Support and Guidance	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement a K-12 SEL Framework designed to create a more inclusive, relational, and connected environment. Strategy's Expected Result/Impact: Increased attendance; Improved perceptions of school safety. Staff Responsible for Monitoring: Dir. Program Support and Guidance Funding Sources: SEL Curriculum - 199 - General Fund: State Compensatory Education - \$15,005, SEL Counselors - 282 - ESSER III, ARP - \$236,027	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Director of Safety and Risk Management strategically communicates Elgin ISD's safety initiatives with local media. Strategy's Expected Result/Impact: Improved perceptions of school safety. Seamless implementation of safety protocols. Staff Responsible for Monitoring: Deputy Supt./Exec. Director of Facilities and Operations Funding Sources: Director - 289 - Title IV, Part A - \$54,202	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
Strategy 5: Provide district-wide school social worker. Strategy's Expected Result/Impact: Increased student attendance and participation. Staff Responsible for Monitoring: Director of Program Support and Guidance Funding Sources: Social Worker Salary - 199 - General Fund: State Compensatory Education - \$70,386	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Dating violence is not tolerated, and parents will be notified immediately if a report identifies their child as an alleged victim or perpetrator. Create processes/procedures for appropriately reporting allegations and guidelines for students who are victims. Campuses will share age appropriate information on dating violence and sexual harassment with all students. [TEC 37.0831]	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Elgin ISD will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 2: Positive perceptions of student behavior, as measured by qualitative and/or survey data from stakeholders, will increase.

Evaluation Data Sources: School quality survey; qualitative data; Reach the E

Strategy 1 Details	Reviews			
Strategy 1: Superintendent will continue to expand grassroots parent group as a way to positively tell the story of Elgin ISD. Strategy's Expected Result/Impact: Improved perceptions of student behavior. Staff Responsible for Monitoring: Superintendent Funding Sources: meeting agendas, resources, food - 199 - General Fund: Local Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize social media and electronic platforms to capture and share positive student stories with the public. Strategy's Expected Result/Impact: Improved perceptions of student behavior. Staff Responsible for Monitoring: Executive Cabinet	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Build staff and community awareness of trauma-informed practices to better understand student behaviors. Strategy's Expected Result/Impact: Improved perceptions of student behavior. Staff Responsible for Monitoring: Dir. Program Support and Guidance	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Community-wide newsletters will be mailed to every 78621 household, sharing district "bragging rights" and highlighting new, innovative, and unique learning opportunities for EISD students. Strategy's Expected Result/Impact: Improved perceptions of school district as a whole. Staff Responsible for Monitoring: Superintendent Funding Sources: production of newsletters - 199 - General Fund: Local Funds	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Expand Communities in Schools Partnership Strategy's Expected Result/Impact: Improved perceptions of student behavior. Staff Responsible for Monitoring: Dir. Program Support and Guidance Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The COVID-19 pandemic has interrupted student learning and requires the District to aggressively address a variety of health, mental health, and social and emotional needs for students and families so that students will be able to accelerate their learning. Root Cause: Throughout the pandemic, students and families have experienced a range of circumstances that challenge the growth and development of students' social and emotional competencies and may have added to or complicated existing trauma and mental health issues.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,125,565.00

Total FTEs Funded by SCE: 2.2

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Colburn	Homeless Liaison	0.9
S. Garza	Social Worker	0.9
T. Rangel	District Parent Liaison	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
N. Weber	Federal/State Programs Director	Title I	0.8
S. Guzman	Director - Bilingual/ESL	Title I	0.5

District Funding Summary

199 - General Fund: Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$225,669.00
+/- Difference					\$225,669.00
199 - General Fund: Career & Technology Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,479,666.00
+/- Difference					\$1,479,666.00
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,549,490.00
+/- Difference					\$5,549,490.00
199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Secondary At Risk Teachers, Intervention and Aides		\$801,598.00
1	1	6	Title I Campus At Risk Teachers, Intervention and Aides		\$445,858.00
1	1	9	Summer School Staff and Supplies		\$13,815.00
1	2	6	Secondary At Risk Teachers, Interventionist and Aides		\$801,598.00
1	2	6	Title I Campus Intervention, At Risk Teacher and Aides		\$445,858.00
1	2	8	Summer School Staff and Supplies		\$13,815.00
1	3	4	DAEP Salaries		\$430,862.00
1	3	4	DAEP Supplies		\$4,275.00
1	3	4	DAEP Technology Supplies		\$1,000.00

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	DAEP Technology Equipment		\$3,000.00
1	3	4	DAEP Professional Development and Travel		\$4,660.00
1	4	5	Parent-Liaison Salary		\$11,588.00
1	4	6	Homeless Student Liaison		\$62,247.00
4	1	3	SEL Curriculum		\$15,005.00
4	1	5	Social Worker Salary		\$70,386.00
Sub-Total					\$3,125,565.00
Budgeted Fund Source Amount					\$3,125,565.00
+/- Difference					\$0.00
199 - General Fund: Bilingual Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$642,295.00
+/- Difference					\$642,295.00
199 - General Fund: Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$693,525.00
+/- Difference					\$693,525.00
199 - General Fund: Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$323,365.00
+/- Difference					\$323,365.00
199 - General Fund: College, Career, Military Read					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

199 - General Fund: College, Career, Military Read					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$658,581.00
+/- Difference					\$658,581.00
199 - General Fund: Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Survey Platform (Engage)		\$0.00
2	1	2	Communication Platform (Let's Talk)		\$0.00
2	3	1	Survey Platform		\$0.00
4	1	1	School Quality Survey		\$0.00
4	2	1	meeting agendas, resources, food		\$0.00
4	2	4	production of newsletters		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$38,863,344.00
+/- Difference					\$38,863,344.00
211 - Title I 1003 (A)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Specialists		\$319,827.00
1	1	6	Intervention Paraprofessionals		\$44,295.00
1	1	6	Intervention materials		\$18,623.00
1	1	7	Title III Program Support		\$49,992.00
1	2	3	Instructional Specialists		\$319,827.00
1	2	6	Intervention Paraprofessionals		\$44,295.00
1	2	6	Intervention materials		\$18,624.00
1	4	1	PFE supplies		\$3,000.00

211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Title I Program Support		\$20,556.00
1	4	2	Title I Program Support		\$20,556.00
1	4	3	Title I Program Support		\$20,556.00
1	4	4	PFE support materials		\$9,000.00
1	4	4	Title I Program Support		\$20,556.00
1	4	6	Homeless/Foster Care transportation- Supplemental		\$11,000.00
1	4	8	ACE Summer Activities		\$16,000.00
1	4	8	STEM Enrichment Camp		\$4,904.00
Sub-Total					\$941,611.00
Budgeted Fund Source Amount					\$941,611.00
+/- Difference					\$0.00
212 - Title I-Part C: Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7	Migrant NGS recruiter salary		\$44,425.00
1	4	7	Migrant Interventionist		\$16,944.00
1	4	7	Supplies and materials - migrant		\$2,923.00
1	4	7	Medical services - migrant		\$3,000.00
1	4	7	Migrant Travel		\$3,000.00
1	4	7	Staff Technology		\$1,500.00
Sub-Total					\$71,792.00
Budgeted Fund Source Amount					\$71,792.00
+/- Difference					\$0.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$918,871.00
+/- Difference					\$918,871.00

225 - IDEA B, Pre-K					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,514.00
+/- Difference					\$43,514.00
244 - Carl Perkins, CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,237.00
+/- Difference					\$55,237.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$90,576.68
1	2	1			\$20,000.00
1	2	4	Math PD Contract Services		\$66,345.00
1	2	4	Prof Dev. Extra Duty Pay		\$35,000.00
1	2	4	Prof. Dev. Materials		\$12,000.00
1	2	4	Prof Dev. Travel		\$6,500.00
1	5	2			\$0.00
3	2	5	Counselor Coop - Region 13		\$2,700.00
Sub-Total					\$233,121.68
Budgeted Fund Source Amount					\$292,022.00
+/- Difference					\$58,900.32
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Bilingual/Dual Language and ESL Coordinator salary		\$78,323.62
1	1	7	Supplemental materials for ESL and Dual Language classrooms		\$74,341.38
1	4	9	Resources for Adult ESL classes		\$18,100.00
Sub-Total					\$170,765.00
Budgeted Fund Source Amount					\$170,765.00

263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
265 - Elgin ACE Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,510,525.00
+/- Difference					\$1,510,525.00
281 - ESSER II, CRRSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,074,492.00
+/- Difference					\$3,074,492.00
282 - ESSER III, ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Literacy Program		\$101,336.00
1	1	6	Extended Learning Academies		\$36,701.00
1	1	6	Accelerated Learning PD		\$12,500.00
1	1	6	Progress Monitoring Tool		\$36,160.00
1	1	6	Accelerated Learning Teachers		\$65,916.00
1	1	7	Bilingual ESL Specialist		\$81,450.00
1	1	8	Curriculum Specialists		\$188,605.00
1	1	9	Summer School Staff and Supplies		\$62,201.00
1	2	5	Curriculum Specialists		\$188,605.00
1	2	6	Accelerated Learning PD		\$12,500.00
1	2	6	Extended Learning Academies		\$36,701.00
1	2	6	Accelerated Learning Teachers		\$188,605.00
1	2	6	Progress Monitoring Tool		\$36,160.00
1	2	8	Summer School Staff and Supplies		\$64,202.00
1	3	1	Literacy Specialist Aides		\$111,863.00

282 - ESSER III, ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Kindergarten Aides		\$477,722.00
1	4	5	Recovery Specialist		\$84,917.00
3	2	3	Credit Recovery		\$66,816.00
3	2	3	School Improvement		\$101,336.00
4	1	3	SEL Counselors		\$236,027.00
Sub-Total					\$2,190,323.00
Budgeted Fund Source Amount					\$2,190,323.00
+/- Difference					\$0.00
287FS - Farm to School Planning Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$55,674.00
+/- Difference					\$55,674.00
289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	STEM Resources for ACE		\$14,000.00
1	2	7	Technology funds		\$250.00
4	1	4	Director		\$54,202.00
Sub-Total					\$68,452.00
Budgeted Fund Source Amount					\$68,452.00
+/- Difference					\$0.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$477,555.00
+/- Difference					\$477,555.00
Grand Total Budgeted					\$61,432,333.00
Grand Total Spent					\$6,801,629.68

410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$54,630,703.32

Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

ELGIN INDEPENDENT SCHOOL DISTRICT **PARENT & FAMILY ENGAGEMENT POLICY**

Elgin ISD is committed to the goal of providing quality education for every child in this district. Parent support is critical to a child's educational success. To this end, we want to establish partnerships with parents and the community. EISD is dedicated to the on-going process of building schools' and parents' capacity for strong parental engagement.

PART I **GENERAL EXPECTATIONS AND OBJECTIVES**

The Elgin ISD agrees to implement the following statutory requirements:

- **Elgin ISD will** provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I schools in planning and implementing effective parent and family engagement activities to improve student achievement and school performance, including computer applications that promote communication between school and home.
- **Elgin ISD will** facilitate parent involvement in order to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
- Elgin ISD will educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- **Elgin ISD will** coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs including migrant, bilingual, ACE, and special education parent meetings.

PART II **BUILDING CAPACITY FOR STRONG PARENTAL INVOLVEMENT**

- In order to build a home and school partnership, Elgin ISD will conduct an annual Title I, Part A meeting where parents will be involved in the joint development of the Title I program plan, including the Parent & Family Engagement Policy, and be given an opportunity to become involved with their child's education. An annual Title I, Part A, parent meeting will be held before the end of the first nine weeks of school.
- Parent meetings and conferences will be offered at different times of the day to accommodate the needs of parents.
- Communications with parents will be in a format and a language that parents can understand.
- Campuses will keep websites and other social media outlets up-to-date to assure effective communication.

- Tutorials will be offered for students needing extra assistance.
- School personnel will practice positive, effective home to school communications. Barring unforeseen circumstances, school personnel will respond to parent communication with a return phone call or e-mail within one school day from the time the communication was received.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (benchmarks), and expected proficiency levels will be provided to parents.
- Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills (TEKS), and the state student achievement standards based on the State of Texas Assessment of Academic Readiness (STAAR), will be communicated through state resources such as the Texas Assessment Data Portal.
- A school-parent compact will be disseminated, designed by parents and school staff, outlining how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
- Elementary campuses will provide a minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
- Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental & Family Engagement Policy and the school-parent compact. Elgin ISD will ensure that not less than 90% of the one percent of Title I, Part A funds reserved for parent and family engagement goes directly to schools. Parents will be involved in decisions about how the reserved funds are spent.
- Parents will be given opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education. Parents may request a meeting with the school staff by phone, e-mail, or by utilizing Reach the E.
- District and school information will be sent to parents in a timely manner. Information will be given to parents through school newsletters, PTA, websites, and from the classroom teacher. In addition, the school marquee will be used to inform parents of dates of programs, meetings and activities.
- Parents will be provided with materials and specific training to help them work with their children to improve achievement.
- Title I funds may be used to pay for reasonable and necessary expenses such as child care, or home visit expenses, to enable parents to participate in school-related meetings and training sessions.

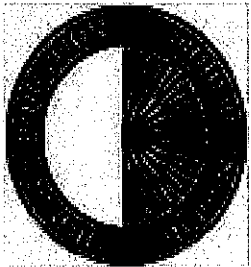
PART III EVALUATION

- With the meaningful involvement of parents and family members, Elgin ISD will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the schools served under this part, including identifying—
 - Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions;
- Elgin ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section.
- The EISD Parent and Family Engagement Policy will be incorporated into Title I Campuses' Schoolwide Plans and the District Improvement Plan by reference in individual strategies, as well as an attached addendum.
- Elgin ISD will use a variety of methods to involve parents in the activities of the schools, which **may** include establishing a parent advisory board.

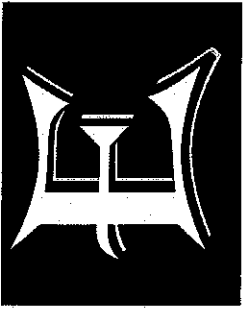
PART IV ADOPTION

The **Elgin ISD's Parental and Family Engagement Policy** has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by **District Advisory Committee meeting agenda, sign-in sheets, and minutes.**

This policy was adopted by the **Elgin ISD** on **November 9, 2020** and will be in effect for the period of **one year**.



Elgin ISD 2020-2021 Priority for Service (PFS) Action Plan for Migrant Students



As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>• For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Elgin ISD
Region: 13

Priority for Service (PFS) Action Plan

Elgin ISD

School Year: 2020-2021

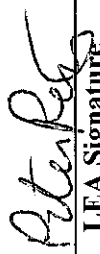
Filled Out By: Dr. Peter Perez
Date: 8-19-2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To better serve PFS students by providing supplemental instruction and support services for ensuring student success.	Objective(s): District personnel will identify students who require priority access to MEP services and develop a plan for serving PFS student with the intent of being on grade level and meeting the state academic achievement standards.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	Migrant Specialist	Emails and PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly 	August 2020	Deputy Superintendent	2019-2020 PFS Action Plan

articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, MEP staff will provide campus principals and appropriate staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	PFS Reports and emails
<ul style="list-style-type: none"> During the academic calendar, MEP staff will provide parents PFS information on the Priority for Service criteria. 	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	Sign-in Sheets and Agendas
<ul style="list-style-type: none"> During the academic calendar, the district's MEP staff will make individualized student/parent contact to communicate academic progress or need of PFS students. 	August 2020 – July 2021	Migrant Interventionist	Parent/Student Contact Log
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	Student Contact Log PFS Report
<ul style="list-style-type: none"> The district's MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies as needed. 	August 2020 – July 2021	Migrant Interventionist	Student Contact Log PFS Report
<ul style="list-style-type: none"> The district's MEP staff will determine what federal, state, or local programs serve PFS students. 	August 2020 – July 2021	Migrant Specialist and Migrant Interventionist	TxEIS Reports



 LEA Signature

Date Completed

 8/19/2020

ESC Signature

Date Received

Threat Assessment

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

Membership

The superintendent shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more

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than one campus of a district, provided that each district campus is assigned a team.

Oversight
Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
 - a. Referring a student for mental health assessment; and
 - b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Consent for Mental
Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

Education Code 37.115(c)–(g)

Determination of
Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a student, the superintendent shall immediately attempt to inform the

parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)–(j)

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
 - a. Any disciplinary action taken, including a change in school placement;
 - b. Any action taken by law enforcement; or
 - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
 - a. Citations issued for Class C misdemeanor offenses;
 - b. Arrests;
 - c. Incidents of uses of restraint;

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- d. Changes in school placement, including placement in a JJAEP or DAEP;
 - e. Referrals to or changes in counseling, mental health, special education, or other services;
 - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
 - g. Unexcused absences of 15 or more days during the school year; and
 - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Health and Safety Code 161.325 [redesignated to Education Code 38.351, see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
 - b. Mental health or psychological first aid for schools;
 - c. Training relating to the safe and supportive school program; or
 - d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

Wellness Policy

Each district must establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast program under the jurisdiction of the district. The local school wellness policy is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. *7 C.F.R. 210.31(a)*

School Day

“School day” means the period from the midnight before, to 30 minutes after the end of the official school day. *7 C.F.R. 210.11(a)(5)*

School Campus

“School campus” means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. *7 C.F.R. 210.11(a)(4)*

Contents

At a minimum, a local school wellness policy must contain:

1. Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, a district must review and consider evidence-based strategies and techniques;
2. Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the district;
3. Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the district that
 - a. Are consistent with applicable requirements set forth in *7 C.F.R. 210.10* (meal requirements for lunches and after-school snacks) and *220.8* (meal requirements for breakfasts);
 - b. Are consistent with the nutrition standards set forth under *7 C.F.R. 210.11* (competitive food service and standards);
 - c. Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under *7 C.F.R. 210.11*; and
 - d. Promote student health and reduce childhood obesity;
4. Identification of the position of the district or school official(s) responsible for the implementation and oversight of the local

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
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school wellness policy to ensure each school's compliance with the policy;

5. A description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy; and
6. A description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public as required below.

Public Involvement
and Notification

A district must:

1. Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy.
2. Inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates available to the public annually.
3. Inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the local school wellness policy by making the triennial assessment, as required at item 2 under Implementation Assessments and Updates below, available to the public in an accessible and easily understood manner.

Implementation
Assessments and
Updates

A district must:

1. Designate one or more district or school officials to ensure that each participating school complies with the local school wellness policy.
2. At least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

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- a. The extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy;
 - b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and
 - c. A description of the progress made in attaining the goals of the local school wellness policy.
3. Make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.

Recordkeeping

A district must retain records to document compliance with the requirements of this policy. These records include, but are not limited to:

1. The written local school wellness policy;
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required at Implementation Assessments and Updates above; and
3. Documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]; 7 C.F.R. 210.31(c)–(f)

[See CO for requirements relating to food services management, EHAA for state law requirements relating to health education, and FJ for requirements relating to food and beverage fundraisers.]

Change in Health Services

Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:
 - a. All health-care services to be provided;
 - b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;
 - c. Whether a child's medical records will be accessible to the parent;

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- d. Information concerning grant funds to be used;
 - e. The titles of persons who will have access to the medical records of a student; and
 - f. The security measures that will be used to protect the privacy of students' medical records.
2. Approve the expansion or change by a record vote.

Education Code 38.012

BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES

BDF
(LEGAL)

**School Health
Advisory Council**

The board shall establish a local School Health Advisory Council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See EHAA regarding duties of the SHAC.]

The SHAC shall meet at least four times each year. *Education Code 28.004(d-1)*

Composition

The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC.

The board also may appoint one or more persons from each of the following groups or a representative from a group other than a group specified:

1. Classroom teachers employed by the district;
2. School counselors certified under Education Code Chapter 21, Subchapter B, employed by the district;
3. School administrators employed by the district;
4. District students;
5. Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals;
6. The business community;
7. Law enforcement;
8. Senior citizens;
9. The clergy;
10. Nonprofit health organizations; and
11. Local domestic violence programs.

Education Code 28.004(d)

Physical Activity
and Fitness
Planning
Subcommittee

The SHAC shall establish a physical activity and fitness planning subcommittee to consider issues relating to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students. *Education Code 28.004(l-1)*

Annual Report

In addition to its other duties, the SHAC shall submit to the board, at least annually, a written report that includes:

BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES

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1. Any SHAC recommendation concerning the district's health education curriculum and instruction or related matters that the SHAC has not previously submitted to the board;
2. Any suggested modification to a SHAC recommendation previously submitted to the board;
3. A detailed explanation of the SHAC's activities during the period between the date of the current report and the date of the last prior written report; and
4. Any recommendations made by the physical activity and fitness planning subcommittee.

Education Code 28.004(m)

Changes in
Curriculum

A district must consider the recommendations of the local SHAC before changing the district's health education curriculum or instruction. *Education Code 28.004(b)*

Public Statement

A district shall publish in the student handbook and post on the district's internet website, if the district has an internet website, a statement of:

1. The policies and procedures adopted to promote the physical health and mental health of students, the physical health and mental health resources available at each campus, contact information for the nearest providers of essential public health services under Health and Safety Code Chapter 121, and the contact information for the nearest local mental health authority;
2. The policies adopted to ensure that elementary school, middle school, and junior high school students engage in at least the amount and level of physical activity required by Education Code 28.002(l) [see EHAB and EHAC];
3. The number of times during the preceding year the SHAC has met;
4. Whether the district has adopted and enforces policies to ensure that district campuses comply with the Texas Education Agency's vending machine and food service guidelines for restricting student access to vending machines;
5. Whether the district has adopted and enforces policies and procedures that prescribe penalties for the use of e-cigarettes, as defined by Education Code 38.006, and tobacco products by students and others on school campuses or at school-sponsored or school-related activities [see DH and GKA];

6. Notice to parents that they can request in writing their child's physical fitness assessment results at the end of the school year [see FFAA]; and
7. Whether each campus in the district has a full-time nurse or full-time school counselor.

Education Code 28.004(k)

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Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

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practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment
By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

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2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

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For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

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**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment–Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

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Title IX Formal
Complaint Process

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

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10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.