Carroll Independent School District

Carroll Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

Empowering all Dragons to achieve excellence.

Value Statement

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

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

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

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

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Elementary School is a preschool through fourth grade campus housed in a building that was built in 1986. It is one of five elementary school campuses in CISD and serves the southern half of the community. There are approximately 620 students enrolled and about 75 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

2021-2022 Texas Academic Performance Report for Carroll Elementary School

White 54%
Asian 25.4%
Hispanic/Latino 11.1%
Two or More Races 7.4%
African American 1.6%
American Indian 0.5%
Pacific Islander 0%

Economically Disadvantaged 1.1%

Emergent Bilingual (EB)/English Language Learner (EL) 10.3%

At-Risk 21%

Mobility 7.5%

Bilingual/ESL 10.3%

Gifted & Talented 10.1%

Special Education 10%

Demographics Strengths

Carroll Elementary School has many strengths. Some of the most notable demographics strengths include:

- Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Carroll Elementary School was 97.9 in 2021-2022 according to the 2021-2022 TAPR.
- Students at Carroll Elementary School are very accepting of new students.

- Carroll Elementary School houses a centralized preschool program with five blended preschool classrooms which serves tuition based students, ESL students and special education students.
- Carroll Elementary has a high retention rate of teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment data confirms an increasing number of Emerging Bilingual (EB) students in our district. CES needs to provide training for teachers and equip them to successfully work with our EB students.   **Root Cause:** The EB students qualifying for the ESL program has grown from 63 students in 2021 to 76 students in the 2022-2023 school year.

Student Learning

Student Learning Summary

Carroll Elementary School teachers consistently use the district's curriculum. Teachers have aligned the CISD curriculum with the TEKS and identify the specificity of each TEK at the depth and complexity needed for students to gain the expected mastery. In weekly lesson plans, teachers identify the TEKS being addressed and the type of assessments being used to check for understanding. Walkthroughs and teacher discussions are used to ensure that the expected depth and complexity of instruction is being achieved.

Teachers are working together to measure student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students. Teachers will use the standard based report card rubrics in grades K-2, chapter/unit/common assessments, and other formative tools to assess areas for reteach and enrichment for their students. At the beginning, middle and end of the school year, teachers will assess students in numerous programs to chart data and progression on the yearly expectations in the areas of reading and math. Assessments such as: CIRCLE assessment (PK), Developmental Reading Assessment 2 (DRA2), DIBELs (K-2), Early Literacy assessment (K-2), Istation, IXL, and grade level Math Universal screener tools are given to each student during the school year to check for understanding and mastery. These different forms of data are recorded in Eduphoria-Aware and discussed in MTSS, PLC, and SAT meetings throughout the year.

Assessments are ongoing throughout each unit and students are encouraged and supported as they take on more responsibility with their learning. Differentiation is used to meet the needs of individual students as identified after studying the data from formal and informal assessments. Both math and reading are a focus for students who have been identified based on STAAR, STAAR Interim, Common Formative Assessments, Common Assessments, and other academic screening tools and teacher recommendation. In addition, tutoring opportunities are offered by teachers and assistance with classwork in both peer tutoring and small group environments. Based on HB1416 some 4th grade students will also participate in 30 hours a year of intense acceleration in areas of reading and/or math based on their 2023 STAAR scores.

The intervention structure known as Multi-tiered Support System (MTSS) is used to support areas of growth for students in reading and math. Documentation is collected regularly using the researched-based intervention tools for students who are not meeting expectations in reading and math. Teachers provide the intervention and monitor progress on a weekly or bi-weekly time frame. The data is then reported to parents of the students who are identified using the district provided MTSS rubric. These specialized instruction opportunities, interventions, progress monitoring, and enrichment opportunities are provided during the What I Need (WIN) time of the day. This time is blocked for students and teachers in our K-4 classrooms.

In the summer of 2020, CES began working with Region XI to train teachers in Reading Academies to follow the HB3 requirement. During the school year (2022-2023), additional teachers in grades two, three, GT, and the Assistant Principal were trained.

Student Learning Strengths

Carroll Elementary enjoys a long history of outstanding student academic achievement. Carroll Elementary scored an overall **A** for State Accountability for the 2022-2023 school year.

Carroll Elementary earned distinctions in the following areas:

- ELA/Reading
- Postsecondary Readiness
- Comparative Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1: CES staff will work to obtain distinctions in the areas of mathematics and in comparative academic growth.   **Root Cause:** Following the 2022 spring testing, CES did not earn those two distinctions and CES has in previous school years.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Carroll Elementary celebrates the following strengths:

- Carroll Elementary School staff values professional development and seeks opportunities to participate in staff development in addition to what the district requires.
- 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
- Grade level PLCs and team PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the identification of interventions for targeted students.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need support in differentiating instruction for all students including those who need remediation and students who have mastered skills.   **Root Cause:** During our scheduled WIN time, students need to be able to gain intervention and enrichment in the areas to support their learning.

Perceptions

Perceptions Summary

Our school invests in building connections and, as a result, Carroll Elementary enjoys a warm, inviting culture where students feel supported and accepted. Our students are receiving the Core Essential curriculum, guidance lessons, and wellness check-ins with our school counselor. Expectations for student behavior is high, and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents. Carroll Elementary School has very few problems with discipline. There have been no significant increases, indicating that resolution programs and interventions are typically successful each year. Additionally, while bullying, harassment, and discrimination are not considered a problem, the campus feels that it is important to remain proactive to prevent students from feeling unsafe at school.

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

Perceptions Strengths

Carroll Elementary celebrates a healthy, supportive culture.

- Students report that they feel safe at school.
- Students are accepting of students new to CES and CISD.
- Teachers feel empowered and valued. They report that CES is a great place to work.
- Administrators work closely with faculty, staff, and parents in decision-making.
- Teachers feel that they have a voice in the decisions that are made.
- Regular drills are scheduled to emphasize safety on our campus. Each semester we will practice Evacuation, Secure, Lockdown, Hold and Shelter Drills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion. CES will continue to help each student improve resiliency.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1

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

Performance Objective 1: Objective 1.1:

Encourage and support teachers in implementing innovative teaching methods and techniques.

Evaluation Data Sources: BOY, MOY, EOY District Assessments
Common and Interim Assessments
STAAR Assessments
Cog AT and ITBS Data
PLC Meeting Discussions and Outcomes
Classroom Observations and Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of students in grade K-2 reading scoring At or Above Benchmark on the DIBELS Assessment.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: BOY, MOY, EOY, Literacy Assessments, Common and Interim Assessments, Report Cards, Progress Reports, I Station, MCLASS/Amplify/DIBELS, MTSS- progress monitoring data sheets, Read Naturally Live, Reading Plus, Words Their Way, Reflex, RAZ Kids, ST Math **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers CARE Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	90%			

Strategy 2 Details	Reviews			
Strategy 2: 3rd and 4th grade students will improve their reading and writing skills by showing growth from the 2023 STAAR Test results.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: BOY, MOY, EOY, Literacy Assessments, Common and Interim Assessments, Report Cards, Progress Reports, I Station, MCLASS/Amplify/DIBELS, MTSS- progress monitoring data sheets, Read Naturally Live, Reading Plus, Words Their Way, Reflex, RAZ Kids, ST Math **Staff Responsible for Monitoring:** 3rd & 4th Grade Teachers, SPED Staff, CARE teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	50%			

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

Goal 1: Goal 1

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

Performance Objective 2: Objective 1.2:

Student Opportunities: Evaluate current student offerings and explore new student opportunities.

Evaluation Data Sources: Club participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Explore and assess opportunities for students to pursue their passions and non-academic interests.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and involvement through opportunities such as: Clubs	**Nov**	**Jan**	**Mar**	**June**
Makerspaces Before School Activities (Flag Corp, Morning Announcements, etc) Encore (Art, Music, PE, Science Lab, Library) **Staff Responsible for Monitoring:** All Campus Staff **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	85%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Goal 1

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

Performance Objective 3: Objective 1.3:

Ensure a safe educational environment for all students and staff.

Evaluation Data Sources: Intruder Audits
City/District Unannounced Lockdown Trainings
Safety Training Logs

Strategy 1 Details	Reviews			
Strategy 1: Conduct all required district and state safety trainings as scheduled.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure 100% compliance on all required safety trainings.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Campus Staff Campus SRO Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning	90%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: Objective 2.1:
Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Reviews			
Strategy 1: Develop staff-centred, tailored professional development opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved practices based on individual, team and campus needs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration Curriculum and Instruction Department **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	80%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Performance Objective 2: Objective 2.2:
Retain: Assess and prioritize needs of dedicated and engaged staff for retention.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved staff retention. **Staff Responsible for Monitoring:** Campus Administration Curriculum & Instruction Department **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	90%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Goal 3:

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

Performance Objective 1: Objective 3.1:

Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

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

Strategy 2 Details		Reviews			
Strategy 2: Students will use proper keyboarding techniques.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved keyboarding skills to be used on district assignments and assessments. **Staff Responsible for Monitoring:** Classroom Teachers/Librarian **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Nov	Jan	Mar	June
		50%			

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

Goal 4: Goal 4:

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

Performance Objective 1: Objective 4.1:

Improve the attendance rate from the 2022-2023 school year.

Evaluation Data Sources: Skyward attendance records

Strategy 1 Details		Reviews			
Strategy 1: Educate the community on the importance of daily attendance		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance and increase in ADA funding		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration PEIMS Secretary Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		75%			

Strategy 2 Details		Reviews			
Strategy 2: Monthly recognition for students w/ perfect attendance and tardy slips.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved attendance and an increase in ADA funding.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS secretary Campus Administration Campus Secretary **ESF Levers:** Lever 3: Positive School Culture		✕	✕	✕	

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

Goal 5: Goal 5:

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

Performance Objective 1: Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
Strategy 1: Provide consistency and alignment on delivery of all campus/teacher communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey. **Staff Responsible for Monitoring:** Campus Administration and Classroom Teachers. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	95%			

Strategy 2 Details	Reviews			
Strategy 2: Promote a positive environment that develops opportunities for families to feel connected and informed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Survey results Increase in volunteer hours **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	90%			

Strategy 3 Details	Reviews			
Strategy 3: Provide weekly staff and parent newsletters.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistent communication throughout the CES community. **Staff Responsible for Monitoring:** Administration and Staff	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	

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

Addendums

COMPLIANCE ADDENDUM 2022-2023

Coordinated Health - SHAC Council

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

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

Discipline Management - Safe Environments

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

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

Strategies	Resources	Staff Responsible	Evaluation

Appendix A

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

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

Appendix A

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

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

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

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

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

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

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

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

Dating Violence Awareness

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

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

Sexual Abuse and Maltreatment of Children

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

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

Special Programs

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

Strategies	Resources	Staff Responsible	Evaluation
• Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education	SIT Procedures	Exec Dir of SpEd CIS Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.

• Implement Multi-Tiered System of Supports (MTSS) to facilitate:
 	
  o Coordination between general and special education;
 	
  o Disproportional and over-representation based on race and ethnicity;
 	
  o Positive discipline and behavioral intervention and support;
 	
  o Discipline and behavior management;
 	
  o Provision of Early Intervening Services;
 	
  o Increase in referrals to SAT that meet the criteria for			

Appendix A

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

State Compensatory Education: All Campuses (FASRG 9.2.3)

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

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

At Risk Students/Drop-Out Prevention

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

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

PREGNANCY RELATED SERVICES

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

each/every service: 1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education	Texas Health Resources Teenage Pregnancy Outreach Secondary Counselors	B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date	pregnant students. Graduation of PRS program.
PRIORITY SERVICE FOR MIGRANT STUDENTS			
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps: 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students Use NSG PFS reports to give priority to these students in MEP activities		Special Programs Executive Director PEIMS Director	Number of migrant students served NCLB Compliance Report PBMAS

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Parent Information for Middle & High School

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

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

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

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

Service for Pregnant Students

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

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COMPLIANCE ADDENDUM 2023-2024

Coordinated Health - SHAC Council

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

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

Discipline Management - Safe Environments

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

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

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

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

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

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

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

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

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

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

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

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Dating Violence Awareness

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

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

Sexual Abuse and Maltreatment of Children

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

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

Special Programs

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

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

State Compensatory Education: All Campuses (FASRG 9.2.3)

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

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081)

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5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation.

SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081) 6.
Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk
prevention program [TEC 11.255)			

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

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

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

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

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Parent Information for Middle & High School

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

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

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

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

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation

Appendix A

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

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