

**Carroll Independent School District**  
**Carroll Senior High School**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



## **Mission Statement**

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

## **Vision**

Empowering all Dragons to achieve excellence.

## **Core Beliefs**

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

The total student enrollment at Carroll Sr. High School during the 2021-2022 school year, the latest year for which a TAPR report is published, was 1,394 students.

11th Grade: 733

12th Grade: 661

African American: 1.8%

Hispanic: 11.2%

White: 63.8%

American Indian: .4%

Asian: 17.4%

Pacific Islander: .1%

Two Or More Races: 5.4%

Economically Disadvantaged: .3%

Section 504: 12.9%

ESL: .5%

Gifted & Talented: 30.3%

Special Education: 6.5%

### Demographics Strengths

The demographic distribution of students on the campus is without significant variation from year to year.

At-Risk categories are relatively low which allows greater focus on the program specifics that support these populations.

Gifted and Talented percentages are relatively high which demands a greater concentration on the programs that support this population.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The campus master schedule is without complete CTE pathways or an appropriate number of innovative, semester-long course options for all students. **Root Cause:** Our higher percentage of gifted and talented students choose college preparation Honors and AP courses before unweighted CTE pathways. Those pathways, therefore, are incomplete.

# Student Learning

## Student Learning Summary

Students at Carroll Sr. High School perform exceptionally well on matters of academic achievement and accomplishment.

**STAAR, US History EOC:** 99% reached "Approaches Grade Level or Above," 75% reached "Masters Grade Level."

**AP Exam Success Percentage:** 82.8%

**Average SAT Score:** 1265

**Average ACT Score:** 27.2

**Attendance Rate:** 98.4%

**Advanced Course Completion:** 85.6%

**CTE Coherent Sequence:** 39.1%

**Graduation Rate:** 100%

## Student Learning Strengths

Over half of the campus enrolled and participated in an AP level course. That's more than double the state percentage.

Of those enrolled in the course and taking the AP examination, 88.3% obtained college credit. That's 30% higher than state results.

41 students qualified as National Merit Semifinalists in the 2022-2023 school year, 38 Finalists as part of the College Board Scholarship Program.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The campus is underperforming on CTE sequence completion. The state is performing 20% higher than CHS/CSHS. **Root Cause:** The absence of a district-level CTE director leaves the campus without adequate guidance to assign and align CTE courses within the master schedule.

## School Processes & Programs

### School Processes & Programs Summary

#### Curriculum & Instruction

A wider array of courses with elevated rigor successfully prepares more students for exceptional performance in state and national standardized testing opportunities.

#### Communication

Large group faculty meetings have been replaced with small group PLC time which allows for more authentic discussion every other week.

#### Scheduling

The district has moved away from arena scheduling which allows greater balancing to the sections of the master schedule.

#### Extracurricular/Co-curricular Opportunities

The district has earned 8 UIL Lone Star Cup by posting more points on the UIL score card than any other 6A district.

#### Technology Integration

The campus remains one-to-one with students and Dell laptops. The majority of juniors received a device replacement/refresh to begin the school year.

### School Processes & Programs Strengths

The district calendar is designed with professional development as a point of primary emphasis.

Extracurricular and co-curricular experiences excel at a level worthy of 8 Lone Star Cup recognitions from the Texas UIL.

District technology department supports successful refresh of student laptop devices every five years.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our master schedule is constrained by an inability to match student interest with available courses. **Root Cause:** Staffing is limited in areas of the performing arts, CTE coursework, and dual credit curriculum.

# Perceptions

## Perceptions Summary

Community perceptions shared with the campus of Carroll Sr. High School include...

- There's an excessive focus on high achieving and under-performing student populations. The "middle student" goes unnoticed.
- Athletics takes priority over academics.
- Our students' mental well-being is not a priority as campus counselors are overly focused on academics and post secondary readiness.

## Perceptions Strengths

The campus benefits from community perceptions that support the ideas of...

- Parents are positively involved and integral to the success of the campus.
- The academic and extracurricular programs of the campus out perform the programs of surrounding districts.
- Carroll students being exceptionally prepared for post secondary success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Non-athletic accomplishments are less known and therefore less celebrated than those of an athletic category. **Root Cause:** Athletic success at every level gains public attention and interest faster than those same accomplishments of an academic nature.



## 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices







# Goals

**Goal 1:** Goal 1

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

**Performance Objective 1:** Objective 1.1:

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> CHS and CSHS staff will work together to effectively design a curriculum that is vertically and horizontally aligned.  <b>Strategy's Expected Result/Impact:</b> CSHS will create expectations for department leaders to implement in PLCs during leadership summit events. Department leaders will provide the date and time they will meet each week. The departments will provide an agenda of topics covered during meetings to ensure admin can provide support as needed. <b>Staff Responsible for Monitoring:</b> Administrators and C&I		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The senior high school will further opportunities for students to obtain dual credit through Tarrant County College. Research will be conducted before May 2024 on what CISD employees need to teach courses that earn students dual credit for both high school and TCC.  <b>Strategy's Expected Result/Impact:</b> In partnership with the TCC Connect campus, students will have the opportunity to gain college credit during both fall and spring semesters with online, asynchronous courses in Government, Economics, Speech, and Sociology. The number of students enrolled in and finishing TCC Connect courses and the qualitative feedback offered per their individual experience will provide measure for our effort. <b>Staff Responsible for Monitoring:</b> Administrators/C&I/Counselors/Registrars	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div></div><div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div></div></div>				

**Goal 1:** Goal 1







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

**Performance Objective 3:** Objective 1.4:

Student Skills: Provide opportunities for students to develop essential skills for life.

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

**Performance Objective 1:** 2.1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Partnerships will be created and/or furthered with universities who conduct traditional student teacher placements.  <b>Strategy's Expected Result/Impact:</b> Qualifications for such connections will be determined and met for Carroll ISD to receive student teacher placements from at least one additional school not yet working with our district in that capacity.  <b>Staff Responsible for Monitoring:</b> CISD HR, Campus Administrators, Campus Teacher Mentors		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Goal 2:

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

**Performance Objective 2:** Objective 2.2:

Develop: Design and implement a professional growth strategy for staff.



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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHS and CSHS will work to empower staff, increase visibility, and improve collaboration amongst staff. <b>Strategy's Expected Result/Impact:</b> Administration will continue to be visible and available, with an increased focus on individual goals and growth of teachers. Staff survey to collect data on personal and professional goals that administration can foster/support throughout the year. <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
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**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:

Infrastructure & Tools: Support and modernize district infrastructure, software, classroom AV, and student/staff devices.

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

**Performance Objective 2:** Objective 3.2:  
Privacy and Security: Develop and implement data privacy, security policies, and best practices.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> CHS and CSHS staff will work together to effectively streamline an effective security practice of "badges on bodies" policy.  <b>Strategy's Expected Result/Impact:</b> Maintain routine enforcement of badge visibility on students once a week throughout the school year. Students will only be allowed to purchase lunch and access buildings with badges beginning Fall 2023. PA announced badge checks once a week will give teachers a chance to affirm badge visibility on the students. The quantifiable data of badges replaced and fees assessed will be appropriate to the likelihood of teenagers losing their primary badge.  <b>Staff Responsible for Monitoring:</b> Campus Administration. Classroom Teachers. School Resource Officers.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 3:** Goal 3:

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

**Performance Objective 3:** Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

**Evaluation Data Sources:** Survey results form trainees on how effective the training was.

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

**Performance Objective 4:** Learning Systems: Integrate and streamline learning and educational platforms across campuses with accountability and fiscal responsibility.



**Evaluation Data Sources:** Cross reference other districts to see if others have found more ways to integrate systems.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CHS and CSHS will integrate and streamline educational platforms across both campuses with accountability. <b>Strategy's Expected Result/Impact:</b> Horizontally and vertically align the departments to have the same expectations for each course in regards to technology. Course expectations will be discussed in PLC beginning Fall 2023. Compile and compare classroom technology programs implemented annually. Annual surveys through PLC's of preferred programs implemented in classes. <b>Staff Responsible for Monitoring:</b> Campus Administrators. Department Chairs. Classroom Teachers.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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








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

**Evaluation Data Sources:** Monthly submissions to the Board of Trustees for approval

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> CHS and CSHS staff will work to continue to be fiscally responsible in department budgets. Department budgets will be used to purchase educational materials beginning Fall 2023. Fees for additional ID badges will be assessed beginning Fall 2023. <b>Strategy's Expected Result/Impact:</b> Department expenses will remain within their budgets. Fees will be collected for ID badges. <b>Staff Responsible for Monitoring:</b> Campus Administration. Lead Secretaries. Department Chairs.		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div></div>					

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

**Performance Objective 2:** Objective 4.2:  
Operations: Provide efficient and effective operations across all district programs.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> CHS and CSHS staff will work together to establish equity with parking procedures and associated fees. <b>Strategy's Expected Result/Impact:</b> Maintain (CHS) and begin (CSHS) routine enforcement of parking passes, parking fees, and boot fees beginning Fall 2023. Fees will be assessed beginning Sept 5. Fees assessed and collected can be routinely compared between the two campuses that collectively make up our one high school. <b>Staff Responsible for Monitoring:</b> Campus Administration, School Resource Officers, Parking Attendants, Assistant Principal Secretary		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The calendar option on the CHS and CSHS websites will be better utilized to communicate all pertinent happenings on the campuses. <b>Strategy's Expected Result/Impact:</b> Dedicate a singular individual to keep up with the input for each campus. Make the campus websites a more specific place for communication and campus happenings. A reduced number of emails and phone calls related to calendar type items will be an indicator for success. <b>Staff Responsible for Monitoring:</b> Lead Secretaries. Campus Webmaster. Campus Administrators.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				



**Goal 5:** Goal 5:







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

**Performance Objective 2:** Objective 5.2:

Marketing: Promote the Dragon brand and mission.

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

**Performance Objective 3:** 5.3 Expand partnerships, internships, and mentorships to foster student academic development.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The APG approved Business Practicum course and pathway needs creation and implementation. <b>Strategy's Expected Result/Impact:</b> Dedicate staff to connect with willing community businesses in the Fall for eventual student shadowing opportunities in the Spring. Successfully market the complete pathway, Principle to Practicum, to students in January of 2024. The metrics used measure will be: - # of Business/Community Connections and - Increased Student Enrollment <b>Staff Responsible for Monitoring:</b> Campus Administration, CTE Director, C&I Department		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

## **Addendums**

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## Appendix A

### 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.

## Appendix A

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.
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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: <a href="http://www.justice.gov/us">http://www.justice.gov/us</a>	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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## Appendix A

### 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

**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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## Appendix A

### Dating Violence Awareness

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

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

### Sexual Abuse and Maltreatment of Children

**Objective:** Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81<sup>st</sup> 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

## Appendix A

Strategies	Resources	Staff Responsible	Evaluation
<ul style="list-style-type: none"> <li>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</li> <li>Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program</li> <li>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</li> </ul>	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.
<ul style="list-style-type: none"> <li>Implement Multi-Tiered System of Supports (MTSS) to facilitate :               <ul style="list-style-type: none"> <li>Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity;</li> <li>Positive discipline and behavioral intervention and support;</li> <li>Discipline and behavior management; o Provision of Early Intervening Services; o Increase in referrals to SAT that meet the criteria for</li> </ul> </li> </ul>			

### 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.



## Appendix A

Strategies	Resources	Staff Responsible	Evaluation
<p>The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about:</p> <ol style="list-style-type: none"> <li>Higher education admissions and financial aid opportunities</li> <li>TEXAS grant program</li> <li>Teach for Texas grant programs</li> <li>The need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>Sources of information on higher education admissions and financial aid [TEC 11.252(4)]</li> <li>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.               <ul style="list-style-type: none"> <li>Career Cluster/Programs of Study Templates</li> <li>Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses</li> <li>CTE program articulated sequence of courses</li> <li>Carl Perkins Grant Funding</li> <li>Graduate Profile</li> <li>Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul> </li> </ol>	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College &amp; Career resource site: <a href="http://www.texascollegeandcareer.org">www.texascollegeandcareer.org</a></p>	<p>CISD Administration Counselors Teachers</p>	<p>Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school</p>

### 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:

- Planned SCE expenditures for resources and staff salaries
- Needs clearly identified in comprehensive needs assessment
- Strategies to reduce or eliminate dropout rates
- 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
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process.</p> <p>District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> <li>Results of audit of dropout records.</li> <li>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</li> <li>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.</li> <li>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</li> <li>Results of an evaluation of each school-based dropout</li> </ol>	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk

prevention program [TEC 11.255)			
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<ul style="list-style-type: none"> <li>• Monitor truancy of 17 year olds to file before 18</li> <li>• PGP Plans in place for all At-Risk grades 7-12</li> <li>• Monitor school leavers by cohort</li> <li>• Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity</li> <li>• High-quality instruction and tiered intervention strategies aligned with individual student need</li> <li>• For students in Grades 9 &amp; 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions</li> <li>• Evaluation of school-based dropout prevention programs.</li> </ul>		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Attendance rates</li> <li>3. Pre- and post- assessment results</li> <li>4. Dropout rates</li> <li>5. Graduation rates</li> </ol>	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates
<b>PREGNANCY RELATED SERVICES</b>			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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

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<p>each/every service:</p> <ol style="list-style-type: none"> <li>1. Compensatory Education Home Instruction</li> <li>2. School Counseling</li> <li>3. School Health Services</li> <li>4. Alternative education</li> </ol>	<p>Texas Health Resources</p> <p>Teenage Pregnancy Outreach</p> <p>Secondary Counselors</p>	<p>B. Copy of ARD &amp; IEP</p> <p>C. PRS entry date D. Date of delivery</p> <p>E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period</p> <p>PRS exit date</p>	<p>pregnant students.</p> <p>Graduation of PRS program.</p>
<b>PRIORITY SERVICE FOR MIGRANT STUDENTS</b>			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<p>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:</p> <ol style="list-style-type: none"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data</li> <li>3. Document federal, state, and local programs that serve PFS students</li> </ol> <p>Use NSG PFS reports to give priority to these students in MEP activities</p>		<p>Special Programs Executive Director</p> <p>PEIMS Director</p>	<p>Number of migrant students served</p> <p>NCLB Compliance Report PBMAIS</p>

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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.

	Resources	Staff Responsible	Evaluation
Strategies			

### 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
<ol style="list-style-type: none"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate,</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data,</li> <li>3. Document federal, state, and local programs that serve PFS students,</li> <li>4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation</li> </ol>	Title I	LS/PEIMS	Accurate record of Migrant Students

### Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
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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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