

**Joshua Independent School District**  
**District Improvement Plan**  
**2024-2025**



# Mission Statement

Joshua ISD develops productive citizens of exceptional character who are lifelong learners.

## Vision

Joshua ISD will be a highly acclaimed model of educational excellence.

## Core Beliefs

Joshua ISD provides a safe and orderly environment.

Joshua ISD students set goals and achieve high levels of success.

Joshua ISD effectively and efficiently manages resources to promote student success.

Joshua ISD is a source of pride and unity for students, staff, parents, and community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Joshua Independent School District (JISD), which was established in 1902, encompasses 76 square miles in the Burleson, Crowley, Joshua, Egan, and Cleburne communities of Johnson County. JISD is a Continuous Improvement District who involves stakeholders in the decision making process through campus and district committees and an annual climate survey. The district is currently serving a rapidly growing population causing enrollment figures to exceed the demographer's original predictions, with about 6,000 students in attendance. Further as developments expand along the Chisolm Trail Toll Road, the demographer's predictions estimate that the district will be serving just over 7,200 students by 2032-33. Joshua ISD strives to provide a variety of quality educational opportunities in an outstanding instructional program for pre-kindergarten through twelfth grade. JISD instructional programs are designed to meet individual needs and maximize student success. JISD employs a staff of approximately 838 individuals who serve five elementary campuses with grades PK-5, two middle schools with grades 6-8, one ninth grade campus, one high school with grades 10-12 and one alternative high school with grades 9-12. Curricular offerings include remedial, regular, advanced, dual credit, and honors courses. Programs for special populations include At-Risk, Dyslexia, 504, Title 1, English as a Second Language, Bilingual Education, Gifted and Talented, Special Education, and Career and Technical Education (CTE). The district demographic profile is as follows:

<b>Total Enrollment at 23-24 Snapshot</b>	<b>6020</b>
White	3507
Hispanic	2148
African-American	141
Pacific Islander	15
American Indian	24
Asian	50
Economically-Disadvantaged	2999
Emergent Bilingual (EB)	873
At-Risk	2736
Gifted and Talented (GT)	164
Special Education	876
Attendance	94.8%
Graduation Rate	99.2%

### Demographics Strengths

Joshua ISD has experienced growth over the past 5 years and continues to have a low dropout rate and a high graduation rate of 99.2%, which is above the state average of 90%. JISD offers many opportunities in the areas of college, career, and military readiness. JISD teachers on average have 13 years experience compared to the state average of 11 years. Additionally, JISD employs an assistant principal who serves the 4 campuses with the highest enrollment and/or has special programs on their campus. This year, JISD added an

additional Principal Intern who will serve on an elementary.

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

**Problem Statement 1 (Prioritized):** Emergent bilinguals across all grade levels have a 73% approaches, 39% meets, and 10% masters on STAAR All Subjects. **Root Cause:** There is a lack of teacher training, monitoring of implementation, and lack of transitional support as students move from elementary to secondary.

**Problem Statement 2 (Prioritized):** Special education students across all grade levels are performing lower than other student groups in all subjects. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

**Problem Statement 3 (Prioritized):** Some students lack the social, emotional, and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 4 (Prioritized):** Students use multiple digital platforms that require monitoring for behaviors such as suicidal ideations and self-harm, sexual misconduct/maltreatment of children, bullying, harassment, and violence. **Root Cause:** Digital media can allow students to become victims when they are not monitored.

**Problem Statement 5 (Prioritized):** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

**Problem Statement 6 (Prioritized):** Several JISD campuses are at or nearing capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. **Root Cause:** Enrollment increases have happened with 22 active building sites currently and 17 future housing developments within district boundaries. A bond was passed in May of 2024 which included the building of a new elementary, expanding Nichols Middle School and the CTE wing at Joshua High School.

**Problem Statement 7 (Prioritized):** A strategic compensation plan is needed to attract and retain educators. **Root Cause:** Educators are leaving the teaching profession across the nation causing hiring constraints.

# Student Learning

## Student Learning Summary

The Texas Education Agency has not released district or campus accountability ratings for 2023 or 2024. While campuses and districts have not been rated since 2022, TEA has released STAAR performance data. Based on the information that has been released in 2024, Joshua ISD students achieved the following passing rates:

### Approaches Grade Level

<b>Reading--All Students</b>	<b>82%</b>
African American	87%
Hispanic	76%
White	85%
American Indian	71%
Asian	84%
Two or More Races	87%
High Focus (SPED, EB, and Eco Dis)	73%

<b>Math--All Students</b>	<b>82%</b>
African American	79%
Hispanic	79%
White	83%
Asian	96%
Two or More Races	90%
High Focus (SPED, EB, and Eco Dis)	75%

<b>Science--All Students</b>	<b>84%</b>
African American	76%
Hispanic	79%
White	87%
American Indian	100%
Asian	92%
Two or More Races	88%
High Focus (SPED, EB, and Eco Dis)	77%

<b>Social Studies--All Students</b>	<b>84%</b>
African American	70%
Hispanic	81%
White	86%
American Indian	100%
Asian	100%
Two or More Races	85%
High Focus (SPED, EB, and Eco Dis)	76%

### Student Learning Strengths

Joshua ISD scored a 91 overall in the A-F Accountability System in 2022, which is the last year that TEA has been permitted to release district ratings, campus distinctions, and district distinctions. In 2024, 82% of JISD students scored at the approaches level or higher on all STAAR tests. The district is above the state average on ELA/Reading, Mathematics, Social Studies and Science STAAR exams at approaches. Further, nearly every grade level in JISD performed better than the state averages at both meets and masters. Internal data indicates that while JISD continues to perform above state achievement rates, the STAAR redesign and introduction of AI scoring methods in 2024 may have impacted overall scores.

Joshua ISD continues to rank 2nd amongst all school districts in Johnson County when comparing STAAR-related scores. In addition, Joshua ISD achieved a 4 year graduation rate of 99.0%.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a lack of adequate progress in EOC re-testers, especially for English I and II EOCs. **Root Cause:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 2 (Prioritized):** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 3 (Prioritized):** There is a lack of foundational skills in reading and math for elementary and middle school students. **Root Cause:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Learning gaps persist as a result of COVID, especially those who are currently in fourth through eighth grade.

**Problem Statement 4 (Prioritized):** The percent of students scoring at the approaches (82%-Goal is 90%), meets (56%-Goal is 75%) and masters (22%-Goal is 50%) level is below district goals. The STAAR redesign is also requiring a shift in emphasis for students to respond with written expression and justifying their ideas. **Root Cause:** Progress monitoring, response to intervention, and extensions have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction has not consistently shifted to align with AI scoring.

**Problem Statement 5 (Prioritized):** Results Driven Accountability (2023) shows that at the secondary level, Emergent Bilingual (EB) students taking STAAR EOCs experience between 84-92% passing for Algebra I, Biology, and US History. Yet, only 58% of EB students are passing English I/English II. **Root Cause:** JISD has limited resources to support Emergent Bilingual (EB) students at the secondary level. Sheltered instructional practices, progress monitoring, and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 6 (Prioritized):** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 7 (Prioritized):** Student attendance is below the district goal of 97%. **Root Cause:** Illness such as flu, strep, and Covid has caused decreased attendance.

**Problem Statement 8:** Results Driven Accountability (2023) shows that in SPED Domain 1, SPED STAAR 3-8 Passing Rate for Math, RLA and Science is at a Performance Level 2 and Social Studies is at a Performance Level 3. **Root Cause:** Resource classrooms require a viable curriculum that is TEKS focused and implemented with fidelity. Inclusion staff are not consistently collaborating and participating in content PLCs to target interventions and supports for SPED students in the general education classroom.



# District Processes & Programs

## District Processes & Programs Summary

Joshua ISD is a continuous improvement district that focuses on training staff in the systematic approach model and providing support to staff. Joshua ISD employs ESL-certified teachers who meet all certification requirements in their academic teaching area. Elementary academic teachers have certifications in Gifted and Talented. Our Pre-K program is a full-day program with teachers who meet the criteria of a High-Quality Pre-K program. Implementation and alignment of Professional Learning Communities (PLC) is a focus district-wide with ongoing training to support all staff. The goals of PLC are to create a viable curriculum with aligned common assessments to drive instruction and student achievement. Students not making adequate progress are targeted through response-to-intervention (RTI) programs. Joshua ISD is focused on postsecondary readiness to ensure graduates are prepared to enter college, a career, or the military. The district has a comprehensive technology program gives all students and staff access to various devices. All teachers use instructional technology to enhance the learning environment.

## District Processes & Programs Strengths

1. Joshua ISD has an aligned Procedure Manual that outlines processes and procedures for all staff to ensure alignment in the district.
2. All teachers and administrators are required to complete yearly EB professional development.
3. All elementary core, advanced/honors teachers must complete yearly GT professional development.
4. Pre-K teachers receive 30+ hours of early childhood professional development or coaching and must have Special Education certification to provide early interventions.
5. All administrators and additional key staff have been trained in the PLC process to provide support on their campuses.
6. The district has a Strategic Compensation Coordinator to build a strategic compensation system to attract and retain district staff.
7. The district has 2 bilingual elementary campuses, a district ESL/Bilingual Director, a district translator, and a bilingual SLP, and bilingual teachers receive a stipend.
8. Joshua ISD has clearly defined procedures available to all staff through the online Procedure Manual.
9. Instructional Technologists are available on all campuses to assist with implementing technology in the classroom.
10. Joshua ISD has five district-wide content specialists to assist teachers as needed.
11. Joshua ISD has a Director of Dyslexia, RtI, and 504 to support all staff.
12. The Joshua ISD Police Department monitors all emergency drills on campus. Drills are documented and submitted to the Executive Director of Student Services to ensure the fidelity of safety procedures.
13. The district serves GT students on their home campuses through weekly or biweekly pull-out classes.
14. The district has trained over 150 K-3 teachers and elementary administrators in the Reading Academies.
15. All teachers have a Chromebook and have increased the number of devices/carts at all campuses.

16. JHS, NGC, and NHHS students can check out Chromebooks and hot spots for instructional use at home.
17. The Associate Degree program is now in its seventh year. Upon completion of their courses, these students will graduate with an associate degree and high school diploma.
18. Curriculum Department Directors developed a PLC strategic implementation guide to ensure consistent implementation of PLC procedures/expectations at the campus level.
19. District administrators participate in yearly TTESS Calibration Walkthroughs to ensure equity when evaluating teachers.
20. The district has a Coordinator of Student Learning Outcomes to improve student growth and implement the Teacher Incentive Allotment.
21. JISD has a RISE program that helps current employees move into the teaching profession.
22. The district added social workers to Staples Elementary and Caddo Grove Elementary to support students and families on this Title 1 campus.
23. JISD has many teachers designated through the state's Teacher Incentive Allotment program.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The number of SPED and dyslexic students continues to increase each year. **Root Cause:** Statewide under-identification of SPED students and the TEA corrective action plan and growth in the district.

**Problem Statement 2 (Prioritized):** Students need training on developing leadership skills, character education, and mentoring at the middle schools and DAEP to reduce discipline issues. **Root Cause:** Students entering puberty and adding 6th grade to middle schools has increased discipline issues, which has increased the number of middle school students with DAEP placements.

**Problem Statement 3 (Prioritized):** Increased discipline referrals at the secondary level. **Root Cause:** Inappropriate and inequitable discipline placements between secondary campuses.

**Problem Statement 4 (Prioritized):** The staff retention rate is below the district expectation of 90%. **Root Cause:** Across the state, the number of teachers and the number of people entering the profession is decreasing.

**Problem Statement 5 (Prioritized):** The current compensation system needs to be addressed as the district implements TIA and competes to attract and retain employees to JISD. **Root Cause:** Across the state and nation, finding employees in the education field is becoming more competitive and difficult.

**Problem Statement 6 (Prioritized):** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 7 (Prioritized):** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 8 (Prioritized):** Student attendance is below the district goal of 97%. **Root Cause:** Illness such as flu, strep, and Covid has caused decreased attendance.

# Perceptions

## Perceptions Summary

Joshua ISD has a comprehensive family engagement plan and parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders and action plans are written when needs are identified. The Title 1 campuses provide opportunities for parental involvement and supplemental resources to enhance the home to school connection. The district utilizes multiple methods for parent communication including social media, websites, Blackboard communications, newsletters, surveys, emails, phone calls, and conferences. Campuses have PTOs, Booster Clubs, and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the district decision-making process as well as in promoting the attributes and successes offered through site-based decision making committees.

Joshua ISD focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan (EOP). JISD has a police department for the district which consists of 10 officers. Additionally, the district added a safety monitor for each campus. The district has a nurse assistant and have RNs at both middle schools and added an additional trainer to improve medical and emergency services for students and staff.

The district has a Coordinator of Communications and Public Relations who utilizes many social media tools to communicate district events, services, surveys etc. The district has added a district interpreter and translator to improve communications with bilingual families and continues to grow the Bilingual Family Literacy parent group, and has added a bilingual social media site. The district is implementing a community adult ESL program this school year.

A bullying committee called Higher Heights has been established to assist the district with bullying concerns, which will meet multiple times per year. The Student Health Advisory Committee meets twice per year and consists of a diverse group of stakeholders.

The district added two social workers at Title 1 campuses (Caddo Grove Elementary and Staples Elementary) in partnership with Community in Schools this year to assist students and families.

## Perceptions Strengths

1. All parent communications are provided in Spanish and English for all campuses and district.
2. Parent survey results are consistently favorable at each campus.
3. Multiple opportunities are provided for parental and community involvement.
4. Safety audits confirm a safe and orderly environment throughout the district.
5. JISD has a police officer and a safety monitor assigned to each campus.
6. JISD has a nurse assistant to substitute on campuses when the assigned nurse is out.
7. JISD established an elementary behavior intervention class (BIC) located at one of the district elementary campuses.
8. JISD established a secondary behavior intervention class located at one of the district middle school campuses and has added a behavior class for grades 9-12.
9. JISD has a SPED Supervisor to support the SPED program and added additional SPED personnel.
10. JISD has a bilingual interpreter and translator at the district level.

11. A Coordinator of Communication and Public Relations provides regular communications via many platforms to stakeholders.
12. The district has a behavior interventionist at Joshua High School to assist with behaviors.
13. The SPED department holds parent collaboratives.
14. The Technology Department created a Technology Support Guide to assist parents and students on how to access district programs.
15. A bullying committee (Higher Heights) consisting of a parent from each campus and select campus administrators has been established to address bullying concerns and communications to stakeholders.
16. Staff surveys are consistently favorable. (96.6% in 2022-23)
17. Campus safety patrol monitors check doors regularly each day at every campus.
18. JISD participates/partners in community outreach activities such as Back to School Bash with the Joshua Chamber of Commerce and YMCA.
19. JISD has added the Raptor Emergency Alert System which provides access to all employees to ensure safe schools.
20. JISD has a comprehensive Procedure Manual to provide consistency and support across the district.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. **Root Cause:** Often mean behavior is considered bullying.

**Problem Statement 2 (Prioritized):** School safety issues have been brought to the forefront of all public schools. **Root Cause:** Multiple school shootings have made school safety issues a priority nationwide.

**Problem Statement 3 (Prioritized):** Safety drills and reunification plans need to be revised/updated to include all staff. **Root Cause:** Drills have traditionally been practiced that did not include some staff such as custodians and cafeteria workers.

**Problem Statement 4 (Prioritized):** JISD facilities need updates and expansions to serve a growing student population. **Root Cause:** The district has grown quickly and we lack resources/funds to make improvements to facilities.

# Priority Problem Statements

**Problem Statement 1:** Special education students across all grade levels are performing lower than other student groups in all subjects.

**Root Cause 1:** Progress monitoring and response to intervention have not been specific to student need.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a lack of adequate progress in EOC re-testers, especially for English I and II EOCs.

**Root Cause 2:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 2 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 3:** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade.

**Root Cause 3:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 3 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

**Problem Statement 4:** There is a lack of foundational skills in reading and math for elementary and middle school students.

**Root Cause 4:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Learning gaps persist as a result of COVID, especially those who are currently in fourth through eighth grade.

**Problem Statement 4 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 5:** Students need training on developing leadership skills, character education, and mentoring at the middle schools and DAEP to reduce discipline issues.

**Root Cause 5:** Students entering puberty and adding 6th grade to middle schools has increased discipline issues, which has increased the number of middle school students with DAEP placements.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** The percent of students scoring at the approaches (82%-Goal is 90%), meets (56%-Goal is 75%) and masters (22%-Goal is 50%) level is below district goals. The STAAR redesign is also requiring a shift in emphasis for students to respond with written expression and justifying their ideas.

**Root Cause 6:** Progress monitoring, response to intervention, and extensions have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction has not consistently shifted to align with AI scoring.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** The number of SPED and dyslexic students continues to increase each year.

**Root Cause 7:** Statewide under-identification of SPED students and the TEA corrective action plan and growth in the district.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** Some students lack the social, emotional, and academic behaviors needed to succeed in school.

**Root Cause 8:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Increased discipline referrals at the secondary level.

**Root Cause 9:** Inappropriate and inequitable discipline placements between secondary campuses.

**Problem Statement 9 Areas:** District Culture and Climate - District Processes & Programs

**Problem Statement 10:** Students use multiple digital platforms that require monitoring for behaviors such as suicidal ideations and self-harm, sexual misconduct/maltreatment of children, bullying, harassment, and violence.

**Root Cause 10:** Digital media can allow students to become victims when they are not monitored.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Results Driven Accountability (2023) shows that at the secondary level, Emergent Bilingual (EB) students taking STAAR EOCs experience between 84-92% passing for Algebra I, Biology, and US History. Yet, only 58% of EB students are passing English I/English II.

**Root Cause 11:** JISD has limited resources to support Emergent Bilingual (EB) students at the secondary level. Sheltered instructional practices, progress monitoring, and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying.

**Root Cause 12:** Often mean behavior is considered bullying.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** The staff retention rate is below the district expectation of 90%.

**Root Cause 13:** Across the state, the number of teachers and the number of people entering the profession is decreasing.

**Problem Statement 13 Areas:** District Processes & Programs

**Problem Statement 14:** School safety issues have been brought to the forefront of all public schools.

**Root Cause 14:** Multiple school shootings have made school safety issues a priority nationwide.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school.

**Root Cause 15:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

**Problem Statement 15 Areas:** Demographics

**Problem Statement 16:** The current compensation system needs to be addressed as the district implements TIA and competes to attract and retain employees to JISD.

**Root Cause 16:** Across the state and nation, finding employees in the education field is becoming more competitive and difficult.

**Problem Statement 16 Areas:** District Processes & Programs

**Problem Statement 17:** Several JISD campuses are at or nearing capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections.

**Root Cause 17:** Enrollment increases have happened with 22 active building sites currently and 17 future housing developments within district boundaries. A bond was passed in May of 2024 which included the building of a new elementary, expanding Nichols Middle School and the CTE wing at Joshua High School.

**Problem Statement 17 Areas:** Demographics

**Problem Statement 18:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA.

**Root Cause 18:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 18 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

**Problem Statement 19:** Emergent bilinguals across all grade levels have a 73% approaches, 39% meets, and 10% masters on STAAR All Subjects.

**Root Cause 19:** There is a lack of teacher training, monitoring of implementation, and lack of transitional support as students move from elementary to secondary.

**Problem Statement 19 Areas:** Demographics

**Problem Statement 20:** Safety drills and reunification plans need to be revised/updated to include all staff.

**Root Cause 20:** Drills have traditionally been practiced that did not include some staff such as custodians and cafeteria workers.

**Problem Statement 20 Areas:** Perceptions

**Problem Statement 21:** JISD facilities need updates and expansions to serve a growing student population.

**Root Cause 21:** The district has grown quickly and we lack resources/funds to make improvements to facilities.

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** Student attendance is below the district goal of 97%.

**Root Cause 22:** Illness such as flu, strep, and Covid has caused decreased attendance.

**Problem Statement 22 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs



**Problem Statement 23:** A strategic compensation plan is needed to attract and retain educators.

**Root Cause 23:** Educators are leaving the teaching profession across the nation causing hiring constraints.

**Problem Statement 23 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- 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**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-P ESS data

#### **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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals





**Goal 1:** Joshua ISD will provide safe schools for students and staff.

**Performance Objective 1:** 100% of Joshua ISD campuses will implement an aligned emergency operations plan, including a threat assessment process and procedure.

**Evaluation Data Sources:** Presence of Emergency Operations Plan in offices and classrooms, surveys, drill documentation, training agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JISD police officers will assist all campuses in implementing effective campus safety drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student safety and campus preparedness as measured by police officer involvement in drills.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Police</p> <p>Executive Director of Student Services</p> <p><b>Problem Statements:</b> Demographics 6 - Perceptions 1, 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> New teachers will participate in CRASE training-Civilian Response to Active Shooter Events during staff development training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase safety of students and staff in response to an active shooter event</p> <p><b>Staff Responsible for Monitoring:</b> Police Department</p> <p>Executive Director of Student Services</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff members, substitutes, and high school students will be required to display JISD parking tags in their car while parked on JISD properties</p> <p><b>Strategy's Expected Result/Impact:</b> Identify cars that are allowed to be on JISD property to increase safety throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Police Department/Safety Monitors</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All middle and high school students are required to wear a student identification badge that is visible at all times.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure student safety</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All campus staff will receive Stop the Bleed Training</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be able to respond appropriately during an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services, Nurse Coordinator</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All new staff who directly supervise students will receive Seizure Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be able to respond appropriately during an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services, Nurse Coordinator</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The district will create a Threat Assessment and Safe Supportive School Team, which will be trained and will monitor threats to the schools and district.</p> <p><b>Strategy's Expected Result/Impact:</b> All school threats will be addressed to keep JISD students and staff safe.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All campus visitors will screened through Raptor in the front office and receive a visitor's badge. Campus volunteers must have a criminal background check. Contractors and vendors must be fingerprinted.</p> <p><b>Strategy's Expected Result/Impact:</b> All campuses will be secure and visitors are screened or monitored while on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Executive Director of Student Services, Campus Administrators, Campus receptionists</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> A JISD police officer will be assigned to each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase safety throughout the district and ensure that all classroom and exterior doors remain closed and locked.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Chief of Police</p> <p><b>Problem Statements:</b> Demographics 3, 6, 7 - Perceptions 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Raptor Alert will be used throughout the district for drills, alerts, and monitoring of these events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase safety and security throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 3:** Some students lack the social, emotional, and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 6:** Several JISD campuses are at or nearing capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. **Root Cause:** Enrollment increases have happened with 22 active building sites currently and 17 future housing developments within district boundaries. A bond was passed in May of 2024 which included the building of a new elementary, expanding Nichols Middle School and the CTE wing at Joshua High School.

**Problem Statement 7:** A strategic compensation plan is needed to attract and retain educators. **Root Cause:** Educators are leaving the teaching profession across the nation causing hiring constraints.

## Perceptions

**Problem Statement 1:** There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. **Root Cause:** Often mean behavior is considered bullying.

**Problem Statement 2:** School safety issues have been brought to the forefront of all public schools. **Root Cause:** Multiple school shootings have made school safety issues a priority nationwide.

**Problem Statement 3:** Safety drills and reunification plans need to be revised/updated to include all staff. **Root Cause:** Drills have traditionally been practiced that did not include some staff such as custodians and cafeteria workers.

**Problem Statement 4:** JISD facilities need updates and expansions to serve a growing student population. **Root Cause:** The district has grown quickly and we lack resources/funds to make improvements to facilities.







**Goal 1:** Joshua ISD will provide safe schools for students and staff.

**Performance Objective 2:** 100% of Joshua ISD campuses will implement an aligned character education plan.

**Evaluation Data Sources:** Surveys  
Skyward data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Character education is offered through campus lessons, activities, and guidance lessons. (courage, trustworthiness, integrity, respect and courtesy, responsibility, fairness, caring, good citizenship, school pride, and gratitude) and posted to the district website.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals and increase leadership skills. Decrease at risk behaviors and develop citizens who are life long learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Executive Director of Student Services, and Counseling Coordinator</p> <p><b>Problem Statements:</b> Demographics 3, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each campus will implement Red Ribbon Week with various drug prevention programs and speakers.</p> <p><b>Strategy's Expected Result/Impact:</b> Educate students on the negative effects of drug use and reduce number of suspensions and DAEP placements due to drug possessions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Campus Administrators, Counseling Coordinator</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> REACH Council Prevention Services are provided to students who have have positive drug tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Students engaging in at risk behaviors will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Coordinator, Executive Director of Student Services, Administrators at JHS, NGC and NHHS</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> REACH Council will provide 10 weekly sessions of Kid Connection to 1st-4th graders (small group) at Elder, Plum Creek, and BIC at NJE (handling anger, goal setting, peer pressure, feelings). All fifth graders will participate in 8 weekly sessions of Life Skills Training (self esteem, decision making, tobacco/smoking, stress, social skills, refusal skills). All 7th graders will participate in 10 weekly sessions of Too Good for Drugs.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased substance abuse, reduce risk for behavioral health issues, improved quality of life</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Coordinator, Counselors</p> <p><b>Problem Statements:</b> Demographics 3, 4, 5 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Lightspeed will be used to monitor Google Drive for students in grades 4-12 to assist in prevention of suicide, violence, bullying, harassment, coercion, drug abuse, and stalking.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce and alert administrators and JISD police of incidences related to suicide, violence, bullying, harassment, coercion, drug abuse, and stalking, thus promoting the safety and health of students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Executive Director of Instructional Technology</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> - 265 Title IV, Part A - \$23,935</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Social workers through Community In Schools will be added at Caddo Grove and Staples to provide campus lessons, activities, and guidance lessons, social lessons, and coping skills.</p> <p><b>Problem Statements:</b> Demographics 3, 5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$80,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 3:** Some students lack the social, emotional, and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 4:** Students use multiple digital platforms that require monitoring for behaviors such as suicidal ideations and self-harm, sexual misconduct/maltreatment of children, bullying, harassment, and violence. **Root Cause:** Digital media can allow students to become victims when they are not monitored.

**Problem Statement 5:** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

### Perceptions





**Problem Statement 1:** There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. **Root Cause:** Often mean behavior is considered bullying.

**Goal 1:** Joshua ISD will provide safe schools for students and staff.

**Performance Objective 3:** 100% of Joshua ISD campuses will implement an aligned health and wellness plan.

**Evaluation Data Sources:** SHAC committee reports  
Fitness Gram

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District provides an anonymous system called STAY ALERT, and StopIT for anyone to report safety concerns such as bullying, suicidal thoughts, self-harm, student conflict, etc. Bullying data and suicide ideation and self-harm data is collected by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> The proper individuals will be notified and students can receive help immediately</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Campus Administrators</p> <p><b>Problem Statements:</b> Demographics 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will speak with students making outcries of suicide ideation and/or self-harm and notify parents as per district policy and procedure. The district provides resources to students and parents through campus counselors, district website, and handbook. Counselors report suicide ideations and self-harm incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve mental health support and resources to students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Counselors and Counselors</p> <p><b>Problem Statements:</b> Demographics 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> JISD will offer 6th-12th grade students age appropriate lessons that help students avoid the risks of sexual activity, bullying, and drugs through AIM for Success. Parental informational meetings about the program content are offered before the students participate.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce at risk behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and campus administrators</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Demographics 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All elementary and middle school students learn about health and wellness topics using the SPARK curriculum. Each elementary school will teach healthy lifestyles with a week long focus on healthy heroes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make healthy choices in regards eating well, exercise, getting enough sleep.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services PE teachers, counselors, and campus administrators</p> <p><b>Problem Statements:</b> Demographics 5 - District Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All students will participate in the Fitness Gram</p> <p><b>Strategy's Expected Result/Impact:</b> Increase health and wellness.</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers, Associate Director of Technology, Chief Administrative Services Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All staff members will be trained in Trauma-Informed Care practices to provide effective support for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who suffer from trauma will be able to reach their highest potential and avoid/reduce perplexing behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Coordinator and Counselors</p> <p><b>Problem Statements:</b> Demographics 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> JISD campuses all participate in Good Side Health to help with medical diagnosis, increase academic hours saved and reduce absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student academic outcomes and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Nurse Coordinator</p> <p><b>Problem Statements:</b> Demographics 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 3:** Some students lack the social, emotional, and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 4:** Students use multiple digital platforms that require monitoring for behaviors such as suicidal ideations and self-harm, sexual misconduct/maltreatment of children, bullying, harassment, and violence. **Root Cause:** Digital media can allow students to become victims when they are not monitored.

**Problem Statement 5:** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

**Problem Statement 7:** A strategic compensation plan is needed to attract and retain educators. **Root Cause:** Educators are leaving the teaching profession across the nation causing hiring constraints.

### District Processes & Programs

**Problem Statement 2:** Students need training on developing leadership skills, character education, and mentoring at the middle schools and DAEP to reduce discipline issues. **Root Cause:** Students entering puberty and adding 6th grade to middle schools has increased discipline issues, which has increased the number of middle school students with DAEP placements.

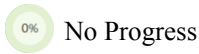
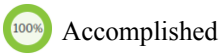
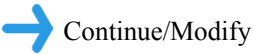

**Goal 1:** Joshua ISD will provide safe schools for students and staff.

**Performance Objective 4:** 100% of Joshua ISD campuses will implement an aligned student code of conduct.

**Evaluation Data Sources:** Skyward Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Annually, administrators review the code of conduct and it is approved by the school board.  <b>Strategy's Expected Result/Impact:</b> Code of Conduct is aligned and enforced  <b>Staff Responsible for Monitoring:</b> Superintendent and Executive Director of Student Services</p> <p><b>Problem Statements:</b> Demographics 5 - District Culture and Climate 1 - District Processes &amp; Programs 3 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each campus will submit a semester report of ISS, OCS, and DAEP placements by student groups.  <b>Strategy's Expected Result/Impact:</b> Decrease the number of out of school and in school placements  <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> District Culture and Climate 1 - District Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> DAEP attendance rates, graduation rates, dropout rates, recidivism rates, and pre and post assessment results will be analyzed each nine weeks by student groups.  <b>Strategy's Expected Result/Impact:</b> Reduced recidivism, dropouts, and improved instruction at DAEP.  <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services, JHS Principal, and Dean of DAEP</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Student Achievement 6 - Student Learning 7 - District Processes &amp; Programs 8 - Curriculum, Instruction, and Assessment 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> High quality teachers and paraprofessionals are assigned to DAEP campus to ensure all students receive targeted accelerated instruction and interventions while students are assigned to DAEP. Teachers will administer a pre and post assessment to each student and implement a transition plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn at high levels and continue academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of DAEP, JHS Principal, and Executive Director of Student Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3, 5 - District Culture and Climate 1 - District Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$295,944</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Some students lack the social, emotional, and academic behaviors needed to succeed in school. <b>Root Cause:</b> Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.</p>
<p><b>Problem Statement 5:</b> The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. <b>Root Cause:</b> The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.</p>
Student Learning
<p><b>Problem Statement 7:</b> Student attendance is below the district goal of 97%. <b>Root Cause:</b> Illness such as flu, strep, and Covid has caused decreased attendance.</p>
District Processes & Programs
<p><b>Problem Statement 3:</b> Increased discipline referrals at the secondary level. <b>Root Cause:</b> Inappropriate and inequitable discipline placements between secondary campuses.</p>
<p><b>Problem Statement 8:</b> Student attendance is below the district goal of 97%. <b>Root Cause:</b> Illness such as flu, strep, and Covid has caused decreased attendance.</p>
Perceptions
<p><b>Problem Statement 1:</b> There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. <b>Root Cause:</b> Often mean behavior is considered bullying.</p>



**Goal 2:** Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

**Performance Objective 1:** Meet or exceed the target score of 90 in Domain 1-Student Achievement, Domain 2-Student Progress, and Domain 3-Closing the Gaps.

**High Priority**





**Evaluation Data Sources:** Nine Weeks Tests, TELPAS Progress Checks, STAAR and Benchmark data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC aligned to the strategic implementation guide (SIG) addressing essential learning standards, use of teacher created common formative assessments, and analysis of student achievement data in order to inform instruction that will meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier I instruction, intervention and enrichment lessons that emphasize writing techniques across content areas, develop critical thinking and related key skills needed for increasing student achievement and growth on all measures including all STAAR domains. Supports must be timely, TEKS focused, and aligned to specific student need.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 3, 4, 5 - Student Learning 1, 3, 4, 5, 6 - District Processes &amp; Programs 7 - Curriculum, Instruction, and Assessment 2, 3, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level, 75% meets, and 50% at the masters level. Obtain 90% in Domain 2 Part A.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Achievement 3 - Student Learning 3 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$826,823.95, - Early Education - \$931,648</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will ensure a viable science curriculum is taught in all grades and include enrichment STEM activities such as robotics at the elementary and secondary level. Also, Science Lab paraprofessionals will be provided at each elementary campus to assist with labs, lessons, and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. The percentage of 5th grade students who meet or exceed grade level in science STAAR will increase from 43% to 75% by May 2025 as measured by STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and staff</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$50,614.49, robots - 265 Title IV, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All campuses will administer one TELPAS practice for speaking and writing domains during the fall semester.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase all EB students STAAR passing rate by 5% in all subject areas and TELPAS rating by one level.</p> <p>2. Teachers will learn what level students are at in each area of TELPAS and work to move that student to the next level.</p> <p>3. Teachers will work to improve writing and speaking skills of EB students.</p> <p>4. EB students will utilize Summit K-12 or teacher-created resources to practice and monitor TELPAS progress.</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL and Bilingual Education</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide a paraprofessionals at the campus with the highest percentage of economically disadvantaged students to assist with academic and behavior interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps with student groups at Caddo Grove</p> <p><b>Staff Responsible for Monitoring:</b> Central Office Directors and Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Achievement 3 - Student Learning 3 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$25,094.19</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Train new instructional directors, administrators, and teachers on RtI and PLC implementation at the campus and district level. All administrators and select teachers will attend the Solution Tree PLC and/or RtI Workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> Principals, Directors, and department leaders will plan for and lead effective RtI and PLC teacher teams at the campus and district level so that teachers have the capacity to plan interventions and extensions per student per skill</p> <p><b>Staff Responsible for Monitoring:</b> District Directors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Achievement 3, 4, 5 - Student Learning 1, 3, 4, 5, 6 - District Processes &amp; Programs 7 - Curriculum, Instruction, and Assessment 2, 3, 5</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR - \$180,261</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide a high school alternative education campus to meet the needs of at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level and increase graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> District Level Administrators</p> <p><b>Problem Statements:</b> Student Achievement 4 - Student Learning 1, 4 - Curriculum, Instruction, and Assessment 3</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$659,904.63</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The district will conduct an evaluation of the effectiveness of accelerated instruction program, CCMR efforts and early literacy and mathematics programs.</p> <p><b>Strategy's Expected Result/Impact:</b> A target score of 90 in each domain and students will make one year growth.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 3, 5 - Student Learning 3, 6 - District Processes &amp; Programs 7 - Curriculum, Instruction, and Assessment 2, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> JISD students in PK-12th grade will participate in Star Reading and Math in Renaissance, TXKEA, Circles, YouScience, ICEV, district created tests, or other district approved instruments to measure student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking student growth in reading and math will improve student outcomes and assist the district with determining teacher designations in the Teacher Incentive Allotment.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department</p> <p><b>Title I:</b> 2.4, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Achievement 3, 5 - Student Learning 3, 4, 6 - District Processes &amp; Programs 7 - Curriculum, Instruction, and Assessment 2, 5</p> <p><b>Funding Sources:</b> - 199 Local Fund - \$66,920.20</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> JISD campuses will provide accelerated instruction in small groups to students who did not meet expectations on STAAR. Student interventions will be documented in our SIS and reported through PEIMS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students learning outcomes will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department Directors and Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 3, 4, 5 - Student Learning 1, 3, 4, 5, 6 - District Processes &amp; Programs 7 - Curriculum, Instruction, and Assessment 2, 3, 5</p> <p><b>Funding Sources:</b> - 199 Local Fund - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Teachers will be provided with Aware Premium and TEKS Bank to analyze test data, create formative assessments, and to support and guide instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student test scores across all grades and subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Technology Directors and Campus Administrators</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> The ARP II Homeless Grant will be used to assist students experiencing homelessness with wraparound services.</p> <p><b>Strategy's Expected Result/Impact:</b> The grant funds will be used to reduce learning loss, allow students to participate in CCMR activities, and provide needed supplies and materials to attend school and fully participate in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services, Counseling Coordinator, and campus Counselors</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Emergent bilinguals across all grade levels have a 73% approaches, 39% meets, and 10% masters on STAAR All Subjects. <b>Root Cause:</b> There is a lack of teacher training, monitoring of implementation, and lack of transitional support as students move from elementary to secondary.</p>
<p><b>Problem Statement 2:</b> Special education students across all grade levels are performing lower than other student groups in all subjects. <b>Root Cause:</b> Progress monitoring and response to intervention have not been specific to student need.</p>
<p><b>Problem Statement 3:</b> Some students lack the social, emotional, and academic behaviors needed to succeed in school. <b>Root Cause:</b> Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a lack of adequate progress in EOC re-testers, especially for English I and II EOCs. <b>Root Cause:</b> Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.</p>
<p><b>Problem Statement 3:</b> There is a lack of foundational skills in reading and math for elementary and middle school students. <b>Root Cause:</b> Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Learning gaps persist as a result of COVID, especially those who are currently in fourth through eighth grade.</p>
<p><b>Problem Statement 4:</b> The percent of students scoring at the approaches (82%-Goal is 90%), meets (56%-Goal is 75%) and masters (22%-Goal is 50%) level is below district goals. The STAAR redesign is also requiring a shift in emphasis for students to respond with written expression and justifying their ideas. <b>Root Cause:</b> Progress monitoring, response to intervention, and extensions have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction has not consistently shifted to align with AI scoring.</p>
<p><b>Problem Statement 5:</b> Results Driven Accountability (2023) shows that at the secondary level, Emergent Bilingual (EB) students taking STAAR EOCs experience between 84-92% passing for Algebra I, Biology, and US History. Yet, only 58% of EB students are passing English I/English II. <b>Root Cause:</b> JISD has limited resources to support Emergent Bilingual (EB) students at the secondary level. Sheltered instructional practices, progress monitoring, and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.</p>

**Student Learning**

**Problem Statement 6:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

**District Processes & Programs**

**Problem Statement 7:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

**Goal 2:** Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

**Performance Objective 2:** 100% of Joshua ISD campuses will build a foundation in reading language arts and mathematics.

**High Priority**

**Evaluation Data Sources:** Reading Mastery Checkouts

Success Maker

Education Galaxy

STAAR Reading and STAAR Math

CLI Engage

TX-KEA

Renaissance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Scaffold ELAR and math instruction for students 4th grade at NJE by providing smaller class sizes. Hire one elementary certified teacher to reduce class size North Joshua to allow for small group interventions and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps and help students meet or exceed grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 5, 6 - Perceptions 4</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR - \$72,765.30</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train and support campus teachers who are Providers of Dyslexia Instruction (PDI) by adding a district director for dyslexia and include a scheduled time for dyslexia instruction. Dyslexia screening will occur in grades K and 1 to help with early identification of students with dyslexia or related reading difficulties. Provide access to reading supports and software to assist students determined as at-risk for dyslexia following the screening process. Offer daily/weekly specialized dyslexia instruction for qualifying students at each campus by a PDI.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. All dyslexia students will gain one academic year in reading fluency and comprehension as measured by grade level standards in STAAR Reading, other measurement results as applicable to the grade level.  2. The dyslexia instruction instruction will result in increased scores.  3. Early identification will allow for students to complete necessary dyslexia instruction before leaving elementary school.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum department directors and coordinators, administrators, reading interventionists and teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Achievement 2 - Student Learning 2 - District Processes &amp; Programs 1, 6 - Curriculum, Instruction, and Assessment 4</p> <p><b>Funding Sources:</b> - Dyslexia - \$306,174</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a math interventionist at Caddo, Staples, Elder, and Plum Creek Elementary with Title 1 funds and a math interventionist at North Joshua Elementary with local funds to build strong foundational skills in math and scaffold instruction for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of elementary students who score at approach or exceed grade level in math will increase from 82% to 90% by May 2025 as measured by 2024-2025 STAAR data.  Meet district goal of 90% of all students at the approaches level on STAAR and 50% of all students at the masters level.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist  Principals</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1, 5 - Student Achievement 2, 3, 5 - Student Learning 2, 3, 4, 6 - District Processes &amp; Programs 6, 7 - Curriculum, Instruction, and Assessment 2, 4, 5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$314,457.84, - 199 State Compensatory Education (SCE) - \$78,401.93</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide a reading interventionist at Caddo, Elder, and Staples Elementary with Title 1 funds and a reading interventionist at NJE and PCE with SCE funds to build strong foundational skills in reading and scaffold reading instruction for struggling readers. Also, provide a reading lab paraprofessional at Caddo with Title 1 funds and reading paraprofessionals at NJE, PCE, SES, and EES with SCE funds.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. The percentage of elementary students who approach, meet, or exceed grade level in reading will increase from 84% to 89% by May 2025 as measured by 2024-2025 STAAR data at Title 1 campuses.</p> <p>2. Students will meet or exceed grade level standards in reading.</p> <p>3. The 3-8 grade High Focus (including SPED and EB) student group will increase the percent of students earning meets or higher from 44% to a 55% on the 2025 Reading STAAR.</p> <p>4. The 3-8 grade High Focus (including SPED and EB) student group will improve their academic growth from 61% to 70 % on the 2025 Reading STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1, 5 - Student Achievement 3, 5 - Student Learning 3, 4, 6 - District Processes &amp; Programs 1, 7 - Curriculum, Instruction, and Assessment 2, 5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$286,761.78, - 199 State Compensatory Education (SCE) - \$248,820.57</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide a full day high quality PK Program at all 5 elementary campuses. A PK program evaluation is prepared annually and posted on district website. Student progress monitoring will be done 3 times per year using CLI Engage. PK teachers are SPED certified and must complete 150 hours of early education training within 5 years.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are kindergarten ready and reduce at risk students. Students score "developed" on CLI Engage at EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$481,480.01</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> A direct instruction early reading program that is phonetically based (Reading Mastery) will be taught in Kindergarten-Third grade. Professional development provided to teachers on utilizing program with fidelity. Add specialized interventions for special education and EB students who require additional support in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will complete 100% of kindergarten and first grade lessons and be ready to read and comprehend in second and third grade. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 70% by June 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Curriculum Director and Elementary Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Achievement 3 - Student Learning 3 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - Early Education - \$931,648.10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> All K-3 teachers and elementary administrators will attend TEA reading academies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 70% by June 2025.</p> <p><b>Staff Responsible for Monitoring:</b> District administrators and elementary principals</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Student Achievement 3 - Student Learning 3, 4 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> - 199 Local Fund - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Summer school learning will be provided to EL students entering Kindergarten and 1st grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continue achievement gains throughout the summer with the primary purpose to increase literacy in the areas of listening, speaking, reading, and writing. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 70% by June 2025.</p> <p><b>Staff Responsible for Monitoring:</b> District Administrators, EL Coordinator, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - Equity Plan</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</p> <p><b>Funding Sources:</b> - 199 Local Fund - \$5,400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Train two Reading Interventionists/Teachers at the CALP/CALT level and continue to train and support teachers as language therapists and Providers of Dyslexia Instruction (PDI).</p> <p><b>Strategy's Expected Result/Impact:</b> 1. All dyslexia students will gain one academic year in reading fluency and comprehension as measured by grade level standards in STAAR Reading, other measurement results as applicable to the grade level. 2. Addition of two CALP/CALTs will increase capacity and support for staff working with students with dyslexia and related disorders.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum department directors and coordinators, administrators, and teachers</p> <p><b>Problem Statements:</b> Student Achievement 2 - Student Learning 2 - District Processes &amp; Programs 6 - Curriculum, Instruction, and Assessment 4</p> <p><b>Funding Sources:</b> - Dyslexia - 429 - \$7,280</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide a Bilingual teacher to support EB students as they transition from the elementary bilingual program to the middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet district goal fo 90% of students at approaches level and 50% of all students at masters level.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Services</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$70,313</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide books for yearly district wide Battle of the Books competition for students in grades 2-12.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Directors and Campus/District Librarian</p> <p><b>Funding Sources:</b> - 265 Title IV, Part A - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Provide Content Specialists to support teachers with classroom management, instructional strategies, assessments, PLCs, RtI, mentoring, lesson modeling and intervention support.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and teacher growth</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Directors</p> <p><b>Problem Statements:</b> Demographics 3 - Student Achievement 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 6 - District Processes &amp; Programs 4, 6, 7 - Curriculum, Instruction, and Assessment 2, 3, 4, 5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$191,882.02, - 255 Title II, Part A, TPTR - \$180,261</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Emergent bilinguals across all grade levels have a 73% approaches, 39% meets, and 10% masters on STAAR All Subjects. **Root Cause:** There is a lack of teacher training, monitoring of implementation, and lack of transitional support as students move from elementary to secondary.

**Problem Statement 2:** Special education students across all grade levels are performing lower than other student groups in all subjects. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

**Problem Statement 3:** Some students lack the social, emotional, and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 5:** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

**Problem Statement 6:** Several JISD campuses are at or nearing capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. **Root Cause:** Enrollment increases have happened with 22 active building sites currently and 17 future housing developments within district boundaries. A bond was passed in May of 2024 which included the building of a new elementary, expanding Nichols Middle School and the CTE wing at Joshua High School.

### Student Learning

**Problem Statement 1:** There is a lack of adequate progress in EOC re-testers, especially for English I and II EOCs. **Root Cause:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 2:** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 3:** There is a lack of foundational skills in reading and math for elementary and middle school students. **Root Cause:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Learning gaps persist as a result of COVID, especially those who are currently in fourth through eighth grade.

**Problem Statement 4:** The percent of students scoring at the approaches (82%-Goal is 90%), meets (56%-Goal is 75%) and masters (22%-Goal is 50%) level is below district goals. The STAAR redesign is also requiring a shift in emphasis for students to respond with written expression and justifying their ideas. **Root Cause:** Progress monitoring, response to intervention, and extensions have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction has not consistently shifted to align with AI scoring.

**Problem Statement 5:** Results Driven Accountability (2023) shows that at the secondary level, Emergent Bilingual (EB) students taking STAAR EOCs experience between 84-92% passing for Algebra I, Biology, and US History. Yet, only 58% of EB students are passing English I/English II. **Root Cause:** JISD has limited resources to support Emergent Bilingual (EB) students at the secondary level. Sheltered instructional practices, progress monitoring, and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 6:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

### District Processes & Programs

**Problem Statement 1:** The number of SPED and dyslexic students continues to increase each year. **Root Cause:** Statewide under-identification of SPED students and the TEA corrective action plan and growth in the district.

**Problem Statement 4:** The staff retention rate is below the district expectation of 90%. **Root Cause:** Across the state, the number of teachers and the number of people entering the profession is decreasing.

**Problem Statement 6:** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 7:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

### Perceptions

**Problem Statement 4:** JISD facilities need updates and expansions to serve a growing student population. **Root Cause:** The district has grown quickly and we lack resources/funds to make improvements to facilities.


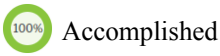
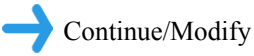

**Goal 2:** Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

**Performance Objective 3:** 100% of Joshua ISD campuses will implement the college, career, and military readiness plan.

**Evaluation Data Sources:** Dual Credit enrollment  
 Enrollment in advanced classes (AP, Honors)  
 Four Year Plans (PGP) entered in Xello during 8th grade  
 All students have a signed endorsement  
 Lesson Plans  
 Annual GT Effectiveness Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCMR funds are used to ensure that all students learn about college, career, and military readiness, leading to the Plan your Path field trip &amp; subsequent creation of a Four-Year Personal Graduation Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. 100% of students will have a four year plan with a chosen endorsement            2. Students will make informed curriculum choices to be prepared for success beyond high school.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Counseling            Teachers            Principals            Counselors</p> <p><b>Funding Sources:</b> - CCMR - \$135,692, - 199 Local Fund - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Educate students on the importance of enrolling in AP and dual credit courses and encourage all students enrolled in AP courses to take the corresponding AP exam.</p> <p><b>Strategy's Expected Result/Impact:</b> More students participating in AP and dual credit courses and more students taking AP exams.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Counseling             Counselors</p> <p><b>Funding Sources:</b> Assist students in paying for AP exams - 265 Title IV, Part A - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district provides gifted and talented instruction weekly for elementary gifted and talented students to work with other students in the district in developing skills that align with the TX State Plan for the Education of GT Students utilizing project based learning.</p> <p><b>Strategy's Expected Result/Impact:</b> The elementary GT students will acquire advanced higher-level skills that will allow them to be successful in advanced academics at the secondary level and beyond.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic and Technology Officer and Elementary Curriculum Director</p> <p><b>Funding Sources:</b> Gifted and Talented Program - 199 Local Fund - \$63,213</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 2:** Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

**Performance Objective 4:** 97% attendance rate will be maintained.

**Evaluation Data Sources:** Monthly attendance report  
 Monthly review of withdrawal records  
 Ensure leavers are coded accurately

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review monthly attendance reports, withdrawal records and leaver coding.  <b>Strategy's Expected Result/Impact:</b> Increased attendance and no dropouts. Each campus will be in quartile 1 in their comparison group for attendance.  <b>Staff Responsible for Monitoring:</b> Principals, Central Office</p> <p><b>Problem Statements:</b> Student Achievement 6 - Student Learning 7 - District Processes &amp; Programs 8 - Curriculum, Instruction, and Assessment 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will conduct yearly attendance meetings with assistant principals to review attendance and truancy procedures and conduct attendance and truancy audits each six weeks.  <b>Strategy's Expected Result/Impact:</b> Improve student attendance  <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p><b>Problem Statements:</b> Student Achievement 6 - Student Learning 7 - District Processes &amp; Programs 8 - Curriculum, Instruction, and Assessment 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 7:</b> Student attendance is below the district goal of 97%. <b>Root Cause:</b> Illness such as flu, strep, and Covid has caused decreased attendance.</p>
<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 8:</b> Student attendance is below the district goal of 97%. <b>Root Cause:</b> Illness such as flu, strep, and Covid has caused decreased attendance.</p>







**Goal 3:** Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

**Performance Objective 1:** 100% of teachers will meet state and local certification requirements

**Evaluation Data Sources:** JISD HR Dept  
SBEC  
Paraprofessional local certification test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will communicate the district vision, mission, core values, accountability ratings, employee calendars, compensation plans, employee job descriptions, benefits guide, new employee information, and employee policies on the district website, during onboarding, and at new teacher orientation.</p> <p><b>Strategy's Expected Result/Impact:</b> By communicating who we are as a district, JISD will attract and retain highly effective teachers and paraprofessionals that are certified and/or highly qualified.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources, Chief of Academics and Technology, and campus administrators.</p> <p><b>Problem Statements:</b> Demographics 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will complete online compliance courses consisting of Bloodborne Pathogens, ADA Compliance for Online Content, Bullying Prevention, Copyright, FERPA, Internet Safety, Section 504, Sexual Harassment, Teen Dating Violence and Abuse, Child Abuse and Maltreatment, Texas Educator's Code of Ethics.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff are in compliance and knowledgeable concerning these topics.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Curriculum and Instruction Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All new teachers in JISD will complete online training over Texas Behavior Support Initiative (TBSI) and Dyslexia Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers have increased awareness and tools to support students.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department</p> <p><b>Problem Statements:</b> Demographics 3 - Student Achievement 2 - Student Learning 2 - District Processes &amp; Programs 6 - Perceptions 2, 3 - Curriculum, Instruction, and Assessment 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All core elementary teachers and secondary honors/advanced teachers must be GT certified (initial 30 hours) and receive a 6 hour GT update each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Teachers are certified to provide advanced academic instruction to students in order to meet the district goal of obtaining 50% of students at the masters level. 2. Increase the percentage of students at the secondary level participating in advanced academic courses.</p> <p><b>Staff Responsible for Monitoring:</b> District Administrators</p> <p><b>Problem Statements:</b> Student Achievement 5 - Student Learning 4, 6 - District Processes &amp; Programs 2, 7 - Curriculum, Instruction, and Assessment 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 100% of secondary ELAR teachers, 100% of elementary core teachers, 100% of SPED self contained teachers will be ESL certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are equipped to address the needs of ESL students in their classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department and Curriculum Department</p> <p><b>Title I:</b> 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Emergent bilinguals across all grade levels have a 73% approaches, 39% meets, and 10% masters on STAAR All Subjects. <b>Root Cause:</b> There is a lack of teacher training, monitoring of implementation, and lack of transitional support as students move from elementary to secondary.</p>
<p><b>Problem Statement 3:</b> Some students lack the social, emotional, and academic behaviors needed to succeed in school. <b>Root Cause:</b> Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.</p>
<p><b>Problem Statement 7:</b> A strategic compensation plan is needed to attract and retain educators. <b>Root Cause:</b> Educators are leaving the teaching profession across the nation causing hiring constraints.</p>
Student Learning
<p><b>Problem Statement 2:</b> There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. <b>Root Cause:</b> The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.</p>

## Student Learning

**Problem Statement 4:** The percent of students scoring at the approaches (82%-Goal is 90%), meets (56%-Goal is 75%) and masters (22%-Goal is 50%) level is below district goals. The STAAR redesign is also requiring a shift in emphasis for students to respond with written expression and justifying their ideas. **Root Cause:** Progress monitoring, response to intervention, and extensions have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction has not consistently shifted to align with AI scoring.

**Problem Statement 5:** Results Driven Accountability (2023) shows that at the secondary level, Emergent Bilingual (EB) students taking STAAR EOCs experience between 84-92% passing for Algebra I, Biology, and US History. Yet, only 58% of EB students are passing English I/English II. **Root Cause:** JISD has limited resources to support Emergent Bilingual (EB) students at the secondary level. Sheltered instructional practices, progress monitoring, and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 6:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

## District Processes & Programs

**Problem Statement 2:** Students need training on developing leadership skills, character education, and mentoring at the middle schools and DAEP to reduce discipline issues. **Root Cause:** Students entering puberty and adding 6th grade to middle schools has increased discipline issues, which has increased the number of middle school students with DAEP placements.

**Problem Statement 6:** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 7:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

## Perceptions

**Problem Statement 2:** School safety issues have been brought to the forefront of all public schools. **Root Cause:** Multiple school shootings have made school safety issues a priority nationwide.

**Problem Statement 3:** Safety drills and reunification plans need to be revised/updated to include all staff. **Root Cause:** Drills have traditionally been practiced that did not include some staff such as custodians and cafeteria workers.





**Goal 3:** Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

**Performance Objective 2:** 90% or greater teacher and principal retention.

**Evaluation Data Sources:** Equity Planning, climate surveys, training surveys, Classroom and School Systems Level Check, exit surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain and support a behavior intervention unit (BIC) for elementary and secondary students.</p> <p><b>Strategy's Expected Result/Impact:</b> Remove severe behaviors from elementary and secondary schools so that classrooms are not disrupted and principals have more time to be in the classrooms. Reduce equity gap in teacher experience and student performance between high poverty/high minority campuses and low poverty/low minority campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Central office, teachers, principals, LSSP</p> <p><b>Problem Statements:</b> Demographics 3, 5 - District Culture and Climate 1 - District Processes &amp; Programs 3 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Model PLC practices at monthly principal meetings and utilize Global PD by Solution Tree with administrators and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Principals will be able to model PLC practices and monitor PLC meetings for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum department</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5, 6 - District Processes &amp; Programs 1, 6, 7 - Curriculum, Instruction, and Assessment 2, 3, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Onboarding for new employees will be held multiple times during the spring and summer to acclimate employees to JISD.</p> <p><b>Strategy's Expected Result/Impact:</b> New employees will receive important details about benefits, curriculum, and compliance training in order to have a smooth transition to working for JISD. New employees will remain with the district for many years.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department, C and I Department</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Using the continuous improvement and PLC model, staff will evaluate themselves, classrooms, schools and departments using the appropriate systems level check and/or strategic implementation guide, at the beginning and end of year.</p> <p><b>Strategy's Expected Result/Impact:</b> Classrooms, Schools, Departments and the District will move to the advanced category in all areas. Student growth will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Chief Academic and Technology Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> JISD will continue to expand our approved TEA Teacher Incentive Allotment plan using student growth data and teacher T-TESS scores to determine teacher eligibility for additional pay by earning designations. We will continue our current spending plan that pays 60% to the designated teacher and 40% to other qualifying nondesignated teachers and paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Qualifying reading and math teachers will receive a designation in the 2023-2024 school year and have the opportunity to increase their salary. Other qualifying teaching staff and instructional paraprofessionals will receive incentive pay from the math and reading designations.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic and Technology Officer, Chief of Finances, Executive Director of HR, Coordinator of Student Learning Outcomes, Strategic Compensation Coordinator</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> - 199 Local Fund - \$39,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> JISD staff will be participate in positive behavior support training, CPI training, Youth Mental Health, and trauma informed care to promote emotional, psychological, and physical safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student well being and learning outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 3, 4, 5 - District Culture and Climate 1 - District Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> - 265 Title IV, Part A - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Added a Strategic Compensation Coordinator starting the 2022-2023 school year to develop a strategic compensation system by the 2024-2025 school year. This position is primarily funded by TEA through a grant.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher and administrator retention rate from 84% to 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources, Strategic Compensation Coordinator</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Utilize the Principal Residency Grant to grow and mentor three current JISD teachers as future campus administrators. The district received a one year competitive grant from TEA and has partnered with TCU for our teachers to complete a masters in education leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen the principal candidacy pipeline</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Directors, PCE Principal, CGE Principal</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> - 199 Local Fund - \$75,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Utilize the National Board Candidacy Grant to assist teacher with obtaining their National Board Candidacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Allow teachers in non core subjects to participate in the Teacher Incentive Allotment</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Directors and Coordinators</p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR - \$3,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Hold a district job fair and attend Region 11 and college job fairs to recruit potential JISD teachers and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit quality teachers and administrators to JISD.</p> <p><b>Staff Responsible for Monitoring:</b> HR Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Emergent bilinguals across all grade levels have a 73% approaches, 39% meets, and 10% masters on STAAR All Subjects. **Root Cause:** There is a lack of teacher training, monitoring of implementation, and lack of transitional support as students move from elementary to secondary.

**Problem Statement 2:** Special education students across all grade levels are performing lower than other student groups in all subjects. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

**Problem Statement 3:** Some students lack the social, emotional, and academic behaviors needed to succeed in school. **Root Cause:** Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

**Problem Statement 4:** Students use multiple digital platforms that require monitoring for behaviors such as suicidal ideations and self-harm, sexual misconduct/maltreatment of children, bullying, harassment, and violence. **Root Cause:** Digital media can allow students to become victims when they are not monitored.

**Problem Statement 5:** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

**Problem Statement 7:** A strategic compensation plan is needed to attract and retain educators. **Root Cause:** Educators are leaving the teaching profession across the nation causing hiring constraints.

### Student Learning

**Problem Statement 1:** There is a lack of adequate progress in EOC re-testers, especially for English I and II EOCs. **Root Cause:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 2:** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 3:** There is a lack of foundational skills in reading and math for elementary and middle school students. **Root Cause:** Progress monitoring and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Learning gaps persist as a result of COVID, especially those who are currently in fourth through eighth grade.

**Problem Statement 4:** The percent of students scoring at the approaches (82%-Goal is 90%), meets (56%-Goal is 75%) and masters (22%-Goal is 50%) level is below district goals. The STAAR redesign is also requiring a shift in emphasis for students to respond with written expression and justifying their ideas. **Root Cause:** Progress monitoring, response to intervention, and extensions have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction has not consistently shifted to align with AI scoring.

**Problem Statement 5:** Results Driven Accountability (2023) shows that at the secondary level, Emergent Bilingual (EB) students taking STAAR EOCs experience between 84-92% passing for Algebra I, Biology, and US History. Yet, only 58% of EB students are passing English I/English II. **Root Cause:** JISD has limited resources to support Emergent Bilingual (EB) students at the secondary level. Sheltered instructional practices, progress monitoring, and response to intervention have not consistently been timely, TEKS focused, or aligned to specific student need. Instruction and intervention have not consistently shifted to align with AI scoring.

**Problem Statement 6:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

### District Processes & Programs

**Problem Statement 1:** The number of SPED and dyslexic students continues to increase each year. **Root Cause:** Statewide under-identification of SPED students and the TEA corrective action plan and growth in the district.

## District Processes & Programs

**Problem Statement 2:** Students need training on developing leadership skills, character education, and mentoring at the middle schools and DAEP to reduce discipline issues. **Root Cause:** Students entering puberty and adding 6th grade to middle schools has increased discipline issues, which has increased the number of middle school students with DAEP placements.

**Problem Statement 3:** Increased discipline referrals at the secondary level. **Root Cause:** Inappropriate and inequitable discipline placements between secondary campuses.

**Problem Statement 4:** The staff retention rate is below the district expectation of 90%. **Root Cause:** Across the state, the number of teachers and the number of people entering the profession is decreasing.

**Problem Statement 5:** The current compensation system needs to be addressed as the district implements TIA and competes to attract and retain employees to JISD. **Root Cause:** Across the state and nation, finding employees in the education field is becoming more competitive and difficult.

**Problem Statement 6:** There is a weak foundation in reading skills for identified dyslexia students and students with reading difficulties in first through eighth grade. **Root Cause:** The learning loss associated with COVID-19 disruptions impacted high needs students to a greater degree, especially those who are currently in fourth through eighth grade. Nature of reading difficulties require intensive and ongoing explicit, direct, and multi-sensory instruction so they can improve their reading skills.

**Problem Statement 7:** In Domain 2, School Progress, out of 5,227 RLA and math tests, 3,416 tests earned growth and 1,811 tests did not earn a growth point. Greater percentages of students are earning growth in math than in RLA. **Root Cause:** Instructional practices are not consistently aligned with the STAAR redesign. Learning gaps persist from the pandemic, especially those who are currently in fourth through eighth grade. Instruction and intervention have not consistently shifted to align with AI scoring.

## Perceptions

**Problem Statement 1:** There are common misconceptions about the definition of bullying, bullying investigations, and programs the district has in place to address bullying. **Root Cause:** Often mean behavior is considered bullying.







**Goal 3:** Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

**Performance Objective 3:** Superior rating will be achieved on Schools First (Financial Integrity Rating System of Texas).

**Evaluation Data Sources:** School FIRST rating issued by TEA  
 Funds spent according to federal, state, and local requirements  
 Audits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carl Perkins Funds allocated to initiate, improve, expand and modernize CTE programs of study.  <b>Strategy's Expected Result/Impact:</b> 100% of Carl Perkins funds will be used in accordance with and in fulfillment of the requirements for the Carl Perkins Career and Technical Education Improvement Act.</p> <p>Expansion of CTE programs of study            Students earning industry based certifications  <b>Staff Responsible for Monitoring:</b> Director of Post Secondary Readiness</p> <p><b>Funding Sources:</b> - 244 Perkins Career &amp; Technical Education - \$53,554</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Curriculum Directors, CTE teachers, support personnel and Finance Directors will attend EDGAR training.  <b>Strategy's Expected Result/Impact:</b> Be EDGAR compliant  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Finance Dept. will submit reports, payments, and data to TEA, TRS, TWC, IRS, vendors, banks and other govt. agencies  <b>Strategy's Expected Result/Impact:</b> Ensuring all reports and payments are submitted timely and accurately will ensure the district can qualify for a "yes" answer to critical FIRST indicators  <b>Staff Responsible for Monitoring:</b> CFO, CHRO, Program Directors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Accurate financial reporting in accordance with all relevant accounting standards  <b>Strategy's Expected Result/Impact:</b> Ensures an unmodified opinion which is required to receive a superior rating  <b>Staff Responsible for Monitoring:</b> CFO</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Financial Department will review and update strict procedures for internal controls <b>Strategy's Expected Result/Impact:</b> Ensures no material weakness of internal control reported in the audit <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Use five years of data when submitting projections to TEA <b>Strategy's Expected Result/Impact:</b> More accurate payment schedule for FSP funding which will ensure we are paid timely for state aid and will have a positive impact on several indicators <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Prepare budget with goal of balanced budget and stay within budget <b>Strategy's Expected Result/Impact:</b> Positive impact on several FIRST indicators <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Timely payments to vendors (within 30 days) <b>Strategy's Expected Result/Impact:</b> Keeps current liabilities low and positively impacts ratios for FIRST indicators <b>Staff Responsible for Monitoring:</b> CFO	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

**Performance Objective 4:** 90% of JISD staff and parents will respond with satisfaction on the annual survey.


**Evaluation Data Sources:** Annual Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Literacy and adult ESL will be offered weekly to support reading literacy at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading literacy of bilingual students and provide opportunities for parents to be involved</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of ESL/Bilingual</p> <p><b>Title I:</b> 4.2 - Results Driven Accountability - Equity Plan</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Elementary campuses will host a Meet the Teacher before each school year. During the second week of school, curriculum information will be shared with parents and will be accessible on the campus website. Elementary schools will host a variety of parental engagement activities throughout the school year which could include STAAR Night, grade level showcases, Talent Shows, Science Night, Literacy Night, awards and graduations.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are giving the opportunity to learn about the grade level curriculum and expectations along with highlighting student work.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department and Campus Principals</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Secondary campuses will host parent meetings to provide information about college, career, and military.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication and provide parents knowledge on preparing students for a successful secondary experience and beyond</p> <p><b>Staff Responsible for Monitoring:</b> Director of Post Secondary Readiness and Director of Secondary</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The district will conduct a beginning and end of year parental involvement meeting to review and revise district and campus parental involvement plans and the district parent and family engagement plan. (Available in English and Spanish)</p> <p><b>Staff Responsible for Monitoring:</b> District administrators</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> JISD will host a PK and K roundup each spring and will have bilingual support to hold LPACs and welcome bilingual parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a smooth transition to PK and K and parents will be welcomed and assisted with the registration process.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> JISD has transition plans in place for elementary to middle, middle school to ninth grade and then high school. Transition activities include field trips and parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have smooth transitions and are families are able to make informed course/career decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department, Counselors, and Campus Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Review campus capacity and current enrollment regularly to determine need for portables, increasing class sizes, transferring students from higher enrollment campuses to lower enrollment campuses, and need for considering future campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Complete needs analysis to determine future needs of JISD.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership Team</p> <p><b>Problem Statements:</b> Demographics 5, 6 - Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

**Demographics**

**Problem Statement 5:** The district is growing rapidly and many students are new to the district were previously home schooled or did not attend school. **Root Cause:** The global pandemic caused many educational problems including learning gaps, behavior problems, and social emotional issues.

**Problem Statement 6:** Several JISD campuses are at or nearing capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. **Root Cause:** Enrollment increases have happened with 22 active building sites currently and 17 future housing developments within district boundaries. A bond was passed in May of 2024 which included the building of a new elementary, expanding Nichols Middle School and the CTE wing at Joshua High School.

**Perceptions**

**Problem Statement 4:** JISD facilities need updates and expansions to serve a growing student population. **Root Cause:** The district has grown quickly and we lack resources/funds to make improvements to facilities.

# RDA Strategies

Goal	Objective	Strategy	Description
1	4	3	DAEP attendance rates, graduation rates, dropout rates, recidivism rates, and pre and post assessment results will be analyzed each nine weeks by student groups.
1	4	4	High quality teachers and paraprofessionals are assigned to DAEP campus to ensure all students receive targeted accelerated instruction and interventions while students are assigned to DAEP. Teachers will administer a pre and post assessment to each student and implement a transition plan.
2	1	1	PLC aligned to the strategic implementation guide (SIG) addressing essential learning standards, use of teacher created common formative assessments, and analysis of student achievement data in order to inform instruction that will meet the needs of all students.
2	1	2	Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC.
2	1	6	Train new instructional directors, administrators, and teachers on RtI and PLC implementation at the campus and district level. All administrators and select teachers will attend the Solution Tree PLC and/or RtI Workshops.
2	1	8	The district will conduct an evaluation of the effectiveness of accelerated instruction program, CCMR efforts and early literacy and mathematics programs.
2	1	9	JISD students in PK-12th grade will participate in Star Reading and Math in Renaissance, TXKEA, Circles, YouScience, ICEV, district created tests, or other district approved instruments to measure student growth.
2	1	10	JISD campuses will provide accelerated instruction in small groups to students who did not meet expectations on STAAR. Student interventions will be documented in our SIS and reported through PEIMS.
2	1	12	The ARP II Homeless Grant will be used to assist students experiencing homelessness with wraparound services.
2	2	1	Scaffold ELAR and math instruction for students 4th grade at NJE by providing smaller class sizes. Hire one elementary certified teacher to reduce class size North Joshua to allow for small group interventions and instruction.
2	2	5	Provide a full day high quality PK Program at all 5 elementary campuses. A PK program evaluation is prepared annually and posted on district website. Student progress monitoring will be done 3 times per year using CLI Engage. PK teachers are SPED certified and must complete 150 hours of early education training within 5 years.
3	1	5	100% of secondary ELAR teachers, 100% of elementary core teachers, 100% of SPED self contained teachers will be ESL certified.
3	4	1	Family Literacy and adult ESL will be offered weekly to support reading literacy at home.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Behavior Aide at CGE	Behavior Aide	Title 1	1
Bilingual Classroom Aide at CGE	Bilingual Aide	Title III	1
Bilingual Classroom Aide at EES	Bilingual Aide	Title III	1
First Grade Teacher at NJE	Teacher	Title II	1
Fourth Grade Teacher at EES	Teacher	Title II	1
Math Interventionist at CGE	Math Interventionist	Title 1	1
Math Interventionist at EES	Math Interventionist	Title 1	1
Math Interventionist at PCE	Math Interventionist	Title 1	1
Math Interventionist at SES	Math Interventionist	Title 1	1
Reading Interventionist Aide at CGE	Reading Interventionist Aide	Title 1	1
Reading Interventionist Aide at CGE	Reading Interventionist Aide	Title 1	1
Reading Interventionist at CGE	Reading Interventionist	Title 1	1
Reading Interventionist at EES	Reading Interventionist	Title 1	1
Reading Interventionist at SES	Reading Interventionist	Title 1	1
Science Lab Aide at CGE	Science Lab Aide	Title 1	1
Science Lab Paraprofessional at PCE	Science Lab Aide	Title 1	1

# District Funding Summary

199 Local Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$66,920.20
2	1	10			\$9,000.00
2	2	7			\$12,000.00
2	2	8			\$5,400.00
2	3	1			\$1,000.00
2	3	3	Gifted and Talented Program		\$63,213.00
3	2	5			\$39,000.00
3	2	8			\$75,000.00
<b>Sub-Total</b>					\$271,533.20
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$295,944.00
2	1	2			\$826,823.95
2	1	7			\$659,904.63
2	2	3			\$78,401.93
2	2	4			\$248,820.57
2	2	5			\$481,480.01
2	2	10			\$70,313.00
<b>Sub-Total</b>					\$2,661,688.09
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$80,000.00
2	1	3			\$50,614.49
2	1	5			\$25,094.19
2	2	3			\$314,457.84
2	2	4			\$286,761.78



211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	12			\$191,882.02
<b>Sub-Total</b>					\$948,810.32
244 Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$53,554.00
<b>Sub-Total</b>					\$53,554.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$180,261.00
2	2	1			\$72,765.30
2	2	12			\$180,261.00
3	2	9			\$3,800.00
<b>Sub-Total</b>					\$437,087.30
265 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$23,935.00
2	1	3	robots		\$5,000.00
2	2	11			\$7,500.00
2	3	2	Assist students in paying for AP exams		\$5,500.00
3	2	6			\$6,000.00
<b>Sub-Total</b>					\$47,935.00
Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$931,648.00
2	2	6			\$931,648.10
<b>Sub-Total</b>					\$1,863,296.10
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$306,174.00
2	2	9		429	\$7,280.00

<b>Dyslexia</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>Sub-Total</b>					\$313,454.00
<b>CCMR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	1			\$135,692.00
<b>Sub-Total</b>					\$135,692.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024
Child Abuse and Neglect	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/4/2024
Coordinated Health Program			Jo Lynn Augsburger	9/12/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/12/2024
Dyslexia Treatment Program	Director of Dyslexia		Jo Lynn Augsburger	9/12/2024
Pregnancy Related Services	Executive Director of Secondary	8/1/2024	Jo Lynn Augsburger	9/12/2024
Post-Secondary Preparedness			Jo Lynn Augsburger	9/12/2024
Recruiting Teachers and Paraprofessionals			Jo Lynn Augsburger	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Chief Academic Officer		Jo Lynn Augsburger	9/12/2024
Texas Behavior Support Initiative (TBSI)	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/4/2024
Technology Integration	Executive Director of Instructional Technology	7/24/2024	Jo Lynn Augsburger	9/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024

# Policy Documents & Addendums

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

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

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<b>Bullying Prohibited</b>	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
<b>Minimum Standards</b>	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
<b>Retaliation</b>	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. 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;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or



- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

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**Note:** [Minimum Standards for Bullying Prevention](#)<sup>1</sup> are available on TEA's website.

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### **Internet Posting**

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

*Education Code 37.0832*

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<sup>1</sup> TEA Minimum Standards for Bullying Prevention:  
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

**Human Sexuality  
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the District's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

**Instruction on  
Prevention of Child  
Abuse, Family  
Violence, Dating  
Violence, and Sex  
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

**Joint/Contracted  
DAEP**

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community  
Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service  
Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

**Funding**

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

**Location**

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

*Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)*

## **Safety**

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

*19 TAC 103.1201(h)*

## **Staffing**

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

*19 TAC 103.1201(i)*

**Entrance Procedures**

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

**Academics**

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focus on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

**Opportunity to  
Complete Course**

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

*Education Code 37.008(l); 19 TAC 103.1201(f)*

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

School Day	The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. <i>19 TAC 103.1201(f)(2)</i>
<b>Accountability</b>	The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. <i>19 TAC 103.1201(e)</i>
<b>Academic Assessments</b>	<p>A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:</p> <ol style="list-style-type: none"><li>1. Initially on placement of the student in the program; and</li><li>2. Subsequently on the date of the student's departure from the program, or as near that date as possible.</li></ol> <p>The assessment instrument:</p> <ol style="list-style-type: none"><li>1. Must be designed to assess at least a student's basic skills in reading and mathematics;</li><li>2. May be:<ol style="list-style-type: none"><li>a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or</li><li>b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and</li></ol></li><li>3. Is in addition to the required state assessments [see EKB].</li></ol> <p><i>Education Code 37.0082</i></p> <p>Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.</p> <p>The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.</p>

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

*19 TAC 103.1203*

**Special Populations**

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol  
Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

**Transition to Regular  
Classroom**

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023. *19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

*Education Code 37.023(a)*



PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

After Determination  
of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
  - a. The student's parent or a person standing in parental relation to the student; and
  - b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
  - a. An assessment of the student's academic growth while attending the alternative education program; and
  - b. The results of any assessment instruments administered to the student.

*Education Code 37.023(b)*

Coordination After  
Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

*Education Code 37.023(c)*

Personalized  
Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
  - a. Recommendations for the best educational placement of the student; and

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

- b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and
2. May include:
- a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;
  - b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and
  - c. A regular review of the student's progress toward the student's academic or career goals.

*Education Code 37.023(d)*

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

*Education Code 37.023(e)-(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

**District Improvement Planning Process**

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

**Administrative Procedures and Reports**

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

**Evaluation**

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

**Planning and Decision-Making Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

*Education Code 11.251(g)*

**Evaluation**

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

*Education Code 11.251(d)*

**Federal Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

**Required Plans**

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

*Education Code 11.251(a)*

Shared Services  
Arrangement for  
DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

*19 TAC 103.1201(b)* [See FOCA]

District  
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

*Availability to  
TEA*

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

make the plan available to TEA on request. *Education Code 11.252(b)*

*Required Provisions*

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
  - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
  - b. Evidence-based practices that address the needs of students for special programs, including:
    - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEb];
    - (2) Conflict resolution programs;
    - (3) Violence prevention programs; and
    - (4) Dyslexia treatment programs.
  - c. Dropout reduction.
  - d. Integration of technology in instructional and administrative programs.
  - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
  - f. Staff development for professional staff of a district.

- g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
  - h. Accelerated education.
  - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
- a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
  - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
  - c. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

*Education Code 11.252(a)*

Law  
Enforcement  
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline  
Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. <i>Education Code 37.0831</i> [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. <i>Education Code 37.0832(d)(2)</i> [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	<p>Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. <i>Education Code 11.253(c)</i></p> <p>Each campus improvement plan must:</p> <ol style="list-style-type: none"><li>1. Assess the academic achievement for each student in the school using the achievement indicator system.</li><li>2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.</li><li>3. Identify how the campus goals will be met for each student.</li><li>4. Determine the resources needed to implement the plan.</li><li>5. Identify staff needed to implement the plan.</li><li>6. Set timelines for reaching the goals.</li><li>7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.</li><li>8. Include goals and methods for violence prevention and intervention on campus.</li><li>9. Provide for a program to encourage parental involvement at the campus.</li></ol>



10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
  - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
  - b. Student academic performance data;
  - c. Student attendance rates;
  - d. The percentage of students who are educationally disadvantaged;
  - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
  - f. Any other indicator recommended by the local school health advisory council.

*Education Code 11.253(d)*

**Parental Notice of Assistance for Learning Difficulties**

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include:
  - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
  - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
  - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
  - d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
  - e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

*Education Code 26.0081(d)-(e)*

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

**Dyslexia and Related Disorders**

Dyslexia is an example of and meets the definition of a specific learning disability under the Individuals with Disabilities Education Act (IDEA) [see EHBAA]. If a district suspects or has a reason to suspect that a student may have dyslexia, including after evalua-

tion or use of a reading diagnosis under Education Codes 28.006 [see EKC] or 38.003 [see below], and that the student may be a child with a disability under IDEA, the district must:

1. Provide to the student's parent or a person standing in parental relation to the student a form developed by the Texas Education Agency (TEA) explaining the rights available under the Individuals with Disabilities Education Act that may be additional to the rights available under Section 504 [see FB];
2. Comply with all federal and state requirements, including the [\*Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders\*](#),<sup>1</sup> as adopted by the State Board of Education (SBOE), and its subsequent amendments, regarding any evaluation of the student; and
3. If the student is evaluated for dyslexia or a related disorder, also evaluate the student in any other areas in which the district suspects the student may have a disability.

*Education Code 29.0031(a)*

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

District procedures must be implemented according to 19 Administrative Code 74.28. Districts shall provide a copy or a link to the electronic version of the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* to parents of children suspected to have dyslexia or a related disorder.

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28.

*19 TAC 74.28(a)-(c), (l)-(m)*

Policy Required

In accordance with the program approved by the SBOE [see Screening, Testing, and Identification, below], the board shall provide for the treatment of any student determined to have dyslexia or a related disorder and adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE to implement the program, including:

1. The *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*, as adopted by the SBOE, and its subsequent amendments; and
2. Guidance published by the commissioner to assist the district in implementing the program.

*Education Code 38.003(b)*

Compliance  
Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(n)*

Special Education  
Evaluation

The multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services [see EHBAA] must include at least one member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction. The member must:

1. Hold a licensed dyslexia therapist license under Occupations Code Chapter 403;
2. Hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Education Code 7.102 and 38.003; or
3. If a person qualified under item 1 or 2 is not available, meet the applicable training requirements adopted by the SBOE pursuant to Education Code 7.102 and 38.003.

A member of a multidisciplinary evaluation team and any subsequent team convened to determine a student's eligibility for special education and related services must sign a document describing the member's participation in the evaluation of the student and any resulting individualized education program developed for the student.

*Education Code 29.0031(b)-(c)*

Screening, Testing,  
and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year

of each student in kindergarten and each student in the first grade.  
*Education Code 38.003(a)*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the *Dyslexia Handbook*, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

*19 TAC 74.28(d), (j)*

Parent Notification

At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.

*IDEA Notice*

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the IDEA, a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under Education Code 26.0081. [See EHBAE and FB]

<i>Options and Services</i>	Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.
Parent Education	<i>19 TAC 74.28(f)-(h)</i> A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include: <ol style="list-style-type: none"><li data-bbox="561 699 1406 758">1. Awareness and characteristics of dyslexia and related disorders;</li><li data-bbox="561 789 1398 848">2. Information on testing and diagnosis of dyslexia and related disorders;</li><li data-bbox="561 879 1406 938">3. Information on effective strategies for teaching students with dyslexia and related disorders;</li><li data-bbox="561 970 1386 1029">4. Information on qualifications of those delivering services to students with dyslexia and related disorders;</li><li data-bbox="561 1060 1411 1119">5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;</li><li data-bbox="561 1150 1422 1247">6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and</li><li data-bbox="561 1278 1382 1335">7. Contact information for the relevant regional and/or district specialists.</li></ol>
Progress Reports	<i>Education Code 38.003; 19 TAC 74.28(l)</i> At least once each grading period, and more often if provided for in a student's individualized education program, a district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the student's progress as a result of the student receiving that instruction. <i>Education Code 20.0031(d)</i>
Services	Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. <i>19 TAC 74.28(i)</i>

Providers of Dyslexia Instruction	<p>A provider of dyslexia instruction to students with dyslexia and related disorders must be fully trained in the district’s adopted instructional materials for students with dyslexia and is not required to hold a certificate or permit in special education issued under Education Code Chapter 21, Subchapter B unless the provider is employed in a special education position that requires the certification.</p> <p>The completion of a literacy achievement academy under Education Code 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements of this provision.</p> <p><i>Education Code 29.0032</i></p>
Reading Program	<p>A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the <i>Dyslexia Handbook</i>.</p> <p>Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the <i>Dyslexia Handbook</i>. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.</p> <p><i>19 TAC 74.28(e)</i></p>
Reassessment	<p>Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student’s need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. <i>Education Code 38.003(b-1)</i></p>
Audiobook Program Notification	<p>A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. <i>Education Code 28.006(g-2)</i></p>

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<sup>1</sup> *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*: <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

**Dyslexia and Related Disorders**

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.





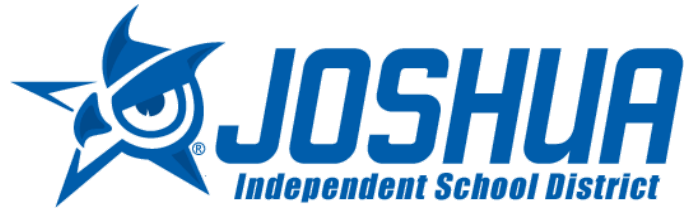
## Pregnancy-Related Services Procedure

When a student reports to a “campus official” that she is pregnant, the following steps should be taken:

1. The district employee will refer the student to the counselor. The employee will also notify the proper authorities, such as CPS or the JISD Police Department, if required by JISD Policies and Procedures or state or federal law.  
\*Please note that the district shall not offer pregnancy tests to students.
2. The counselor will meet with the student.
  - a. The counselor will begin documentation for PRS services using the [PRS CEHI Form](#)
  - b. The counselor will complete the [Pregnancy Related Services Student Data Record](#) and provide it to the PEIMS clerk and the attendance clerk
  - c. Document any other special programs she may participate in (special education, LEP, dyslexia, etc. on PRS CEHI Form and the Pregnancy Related Services Student Data Record)
  - d. Evaluate transcript/courses to see if she has taken Early Childhood Development and Child Guidance. If not, see when/if she can take it.
  - e. Determine if the student’s parents should/should not be contacted based on the information shared by the student
  - f. Complete the [PRS Supplemental Services Log](#) to ensure the student has the necessary services needed
  - g. Help the student arrange to see a physician
  - h. Provide a copy of the PRS CEHI Form, the PRS Supplemental Service Log, and the Pregnancy Related Services Student Data Record to the Coordinator of Counseling within five business days.
  - i. Monitor attendance closely, call when she is absent to see if she needs special help.
  - j. Counsel regarding options (with pregnancy), and possible alcohol, tobacco and drug use.
  - k. Help her with child care options so that she can return to school after delivery and when CEHI is complete (CCS, etc).
  - l. Guide her to legal counsel about name on birth certificate, child support, and other legal questions that may arise.
  - m. Arrange for CEHI (home instruction) when the time comes. Refer to the [PRS CEHI Procedures and Required Documentation](#)



- n. Monitor the CEHI and make sure proper documentation supports how student is coded in PEIMs. (PEIMs needs to turn off funding for CTE class, etc. while CEHI is in place.) If CEHI services are needed for prenatal confinement and/or postpartum confinement outside of the normal six week period, a doctor's note stating that there is a medical necessity for confinement that requires the student to remain at home or in the hospital and specifying the anticipated length of the confinement
  - o. Get documentation on the date of birth of child (or termination of pregnancy, if applicable). This can be a Dr. note or copy of birth certificate.
  - p. Get documentation on CEHI services ([teacher log](#) with student signature). CEHI must begin within 7 calendar days, or absences will have to be recorded for dates between delivery and CEHI services offered.
  - q. Get documentation of [release from CEHI services](#) and return to school (must be Dr. release).
  - r. Print complete report of student's attendance during PRS services (especially CEHI.)
  - s. Compare attendance dates on PRS form with documentation on attendance record. Make sure that all dates align.
  - t. Provide copies of all Dr. notes which correspond with the "M" reported on the attendance record.
  - u. Send copies of all documentation noted above including all forms, attendance, etc. to the Coordinator of Counseling within five business days
3. If the student transfers to another campus while being served under PRS, the counselor will notify the counselor and the administrators at the new campus and will forward copies of all documentation noted above to the new campus. The counselor at the new campus will take over the responsibility of monitoring the student and ensuring that PEIMs and attendance at the new campus are notified. The new counselor will also notify the Coordinator of Counseling that the student has transferred to a new campus.
4. The **PEIMs Clerk** will:
- a. Code the student as receiving PRS based on the date the student informed a campus official that she was pregnant
  - b. Code the student to CEHI when/if applicable
  - c. Turn off funding for CTE classes while CEHI service are in effect
  - d. Remove CEHI coding at end of CEHI period
  - e. Code the student as a "Single Parent" if they return to school after having the baby
  - f. Release the student from PRS and turn on their CTE funding upon returning to school after having the baby



5. The **Attendance Clerk** will:
  - a. Email Counselor every time the PRS student is absent
  - b. Notify the Assistant Principal or Counselor if the PRS student is having too many absences without doctor notes.
  - c. Send a complete attendance report upon the completion of PRS services (when the student returns to school following the birth)
  
6. The **Coordinator of Counseling** will:
  - a. Ensure all proper documentation is on file for the student
  - b. Ensure that all dates and codes in PEIMS aligns with paperwork
  - c. Verify district level six weeks and yearly accounting reports
  - d. Verify CEHI services provided according to state and district guidelines
  - e. Sign time sheets for CEHI services

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

### **Restrictions on Reporting**

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### **Making a Report**

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

**Confidentiality**

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report  
Suspected Child  
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities  
Regarding  
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>1</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>

**Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

*19 TAC 61.1051(b)(3)*

**Definitions**

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

*19 TAC 61.1051(a)*

**Duty to Report**

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

*Family Code 261.101(b)*

Abuse of Persons  
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

*Human Resources Code 48.051, .052, .054*

Adult Victims of  
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on  
Reporting**

Psychotropic Drugs  
and Psychological  
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or



2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

*Education Code 26.0091; Family Code 261.111(a)* [See FFEB]

**Contents of Report**

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The individual making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;
3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
  - a. Home address; or
  - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

*Family Code 261.102, .104*

**Confidentiality of Report**

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)-(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

**Abuse and Neglect Involving School Personnel and Those Responsible for Care**

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

*Family Code 261.103(a); 19 TAC 61.1051(b)(1)-(2)*

“Person responsible for a child’s care, custody, or welfare” means a person who traditionally is responsible for a child’s care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child’s family or household as defined by Family Code Chapter 71;
3. A person with whom the child’s parent cohabits;
4. School personnel or a volunteer at the child’s school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

*Family Code 261.001(5)*

**Reporting Abuse,  
Neglect, or  
Exploitation in a  
JJAEP**

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term “juvenile justice program” includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Immunity from  
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is

immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

**Criminal Offenses**

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

*Family Code 261.109*

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

**SBEC Disciplinary Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)-(f). *19 TAC 249.15(b)(4)*

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**Note:** The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

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**Investigations**

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

**Reporting Policy**

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
  - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
  - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

*19 TAC 61.1051(b)(2)*

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

*19 TAC 61.1051(b)(5)-(b)(8)*

Annual Distribution  
and Staff  
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

**Required Poster**

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](#)<sup>1</sup> for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

*Education Code 38.0042; 19 TAC 61.1051(e)-(f)*

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<sup>1</sup> Texas Abuse Hotline website: <https://www.txabusehotline.org/>



## District Professional Development Plan 2024-2025

TOPIC/COURSE NAME	Required Personnel	Frequency
Anaphylaxis, Food Allergy, and Administration of an Epinephrine Auto-Injector	School personnel who are authorized and trained All campus instructional and campus office staff	Annually
Automated External Defibrillator (AED)	Nurses, health assistant, athletic coaches or sponsors, trainers, PE teachers, band directors, cheerleading coaches, UIL/Club Sponsors, Emergency Response Team members and students who serve as an athletic trainer  <i>Made available to all JISD employees</i>	As needed to maintain current certification in the use of AED and CPR  <i>Annually</i>
CPR	Nurses, health assistant, athletic coaches or sponsors, trainers, PE teachers, band directors, cheerleading coaches, UIL/Club Sponsors, Emergency Response Team members and students who serve as an athletic trainer  <i>Made available to all JISD employees</i>	As needed to maintain current certification in the use of AED and CPR  <i>Annually</i>
Bloodborne Pathogens	All employees (Region 11 online course)	Annually
Bullying Prevention	All campus instructional staff, campus administrators, counselors (Region 11 online course)	Annually
Child Abuse, Trafficking, & Maltreatment	All new employees and existing employees until all district employees have completed the training (Region 11 online course)  Distribute FFG Legal and Local to all school employees	New Employee Orientation  Beginning of the year professional development
Campus and District Strategic Planning, Comprehensive Needs Assessment	Instructional staff	Annually
Career and Technology Education	CTE teacher with a local permit New employees must obtain 20 hours of classroom management	As needed

Concussions (approved course by UIL)	Coaches, trainers, and nurses who serve on the concussion oversight team	Every 2 years
Continuous Improvement	Teachers and administrators	Annually
Copyright	Counselors, teachers, principals, and all other appropriate personnel	Annually
CRASE Civilian Response to Active Shooter Events	Campus and Central Office staff	Annually for new campus staff
Cybersecurity	All staff with computer access and board of trustees	Annually
Diabetic	Select campus staff (UDCAs)	30 days from date of hire or upon enrollment of a diabetic student
Dyslexia Training	All New Teachers-TEA course  Teachers of students with dyslexia	End of 1st semester & upon renewal of SBEC certificate(s)  Regular training opportunities
EB Support Training	Teachers and administrators	As needed
Elective Bible Course	Teachers of the Elective Bible Course	As needed
Elementary and Secondary Curriculum	Campus and district instructional staff	Annually and as needed
Emergency Operations	All staff	Annually
Extracurricular Activity Safety Training	Coaches, trainers, sponsors of extracurricular athletic activities, band directors	Annually
FERPA: Family Educational Rights & Privacy Act	Counselors, teachers, principals, and all other appropriate personnel All persons collecting or using personally identifiable information of students	Annually
Gifted and Talented (Initial 30 hours and 6 hour update)	All elementary core teachers and secondary teachers of advanced courses Administrators and counselors with authority for GT program decisions	Annually
LPAC	Director of Bilingual and ESL, Campus administrators, CTCs, core teachers and LPAC parent representative	Annually



Mental Health Training HB 3	School district employees who regularly interact with students and school resource officers	Once only: 25% of employees by 2025-26; 50% of employees by 2026-27; 75% of employees by 2027-28; and 100% by the beginning of 2028-29
Opioid Antagonists	Nurses and police officers	Once and as needed
Professional Learning Communities and Response to Intervention	Campus and district instructional staff	Annually and as needed
Reading Academies	Kindergarten-Third Grade Teachers and Elementary Administrators	By the end of the first year of placement in that grade level or campus
Reading Mastery	PreK-Second Grade Teachers (Not Bilingual)	Annually for new teachers and as needed
Safety Training Program (UIL)	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band	Annually
Section 504	Teachers, counselors, principals, and all other appropriate personnel	Annually and as needed
Seizure	New JISD employees who have regular contact with students  School Nurses (TEA approved online program for managing students with seizure disorders)	30 days from date of hire and as needed  30 days from date of hire and as needed
Sexual Harassment	All employees	Annually
Special Programs	Campus and district instructional staff	Annually and as needed
Steroids	Athletic coaches	Annually
Strategies for Establishing and Maintaining Positive Relationships Among Students including Conflict Resolution	Counselors, teachers, principals, and all other appropriate personnel  TBSI-all newly hired instructional staff MANDT or CPI-behavior and other appropriate personnel TeachTown (elementary and middle) Trauma Informed Care, Mental health	Annually and as needed

	training, Character Education, Bullying, Drug Prevention, Cyberbullying	
Stop the Bleed	Police officers, security personnel, and other district personnel expected to use a bleeding control station (All Staff) TEA approved course	Annually
Student Discipline-Education Code Chapter 37	All campus administrators and the district administrator(s) who oversees student discipline	Once every 3 years
Suicide Prevention	Counselors, teachers, nurses, campus administrators, law enforcement, social workers, and other staff who regularly interact with students	Annually
Teacher Incentive Allotment	Instructional Staff	Annually and as needed
Technology Training	Campus and district instructional staff	Annually and as needed
Teen Dating Violence & Healthy Relationships	Secondary teachers and secondary campus administrators	Annually
Test Administration Training	Employees involved in administration of assessment instruments	Annually
Texas Behavior Support Initiative – TBSI	DAEP Staff  New instructional staff	Annually  30 days from date of hire for all new educators
Texas Educator’s Code of Ethics	Teachers, counselors, principals, and all other appropriate personnel	Annually
Texas English Language Proficiency Assessment System Training (TELPAS)	Employees that administer TELPAS	Annually
Threat Assessment Team Training	Members of the Threat Assessment Team	Once and as needed
Title IX Sexual Harassment Training	Title IX coordinator, and designated investigators or decision makers in a formal complaint, and any person who facilitates an informal resolution. Region 11 online compliance course	Once, and as needed thereafter  New administrators/directors
Trauma Informed Care	New and existing educators	30 days from date of hire for all new educators  Annually in campus professional development plan

T-TESS	Teachers and administrators	Annually
Use of Restraint with ALL students (CPI)	Core team on each campus	As needed and within 30 days of following the use of a restraint by untrained personnel in an emergency
Use of Time Out with SPED students	General or special education personnel who implement time out based on IEP or BIP	As needed and within 30 days of an employee being assigned the responsibility of implementing time out



## District Professional Development Plan 2024-2025

TOPIC/COURSE NAME	Required Personnel	Frequency
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Elementary and Secondary Curriculum	Campus and district instructional staff	Annually and as needed
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Texas English Language Proficiency Assessment System Training (TELPAS)	Employees that administer TELPAS	Annually
Threat Assessment Team Training	Members of the Threat Assessment Team	Once and as needed
Title IX Sexual Harassment Training	Title IX coordinator, and designated investigators or decision makers in a formal complaint, and any person who facilitates an informal resolution. Region 11 online compliance course	Once, and as needed thereafter  New administrators/directors
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## Professional Development Days 2024-25

**September 16, 2024**

**(160 paras will not work this day)**

**District:**

Reunification training from Raptor- all Central Office and NOC employees 9:00-10:30

Board Room

Teacher Chromebook Training for Elementary & LMS

Magic School AI Training (1 hr)

Time	Campus
8:00	Plum
9:00	Elder
10:00	NMS
11:00	LMS
1:00	CGE
2:00	NJE
3:00	SES
8:15	JHS
9:30	NGC/NHHS

SPED Teacher SBIEP Training 8:30-3:30 Admin Bldg 2, Room 202 [Participant List](#)

SLP SBIEP Training 12:30-3:30 [Participant List](#)

ESGI Training- Kindergarten teachers North Joshua Library 10:30

Elementary UIL Coordinator Meeting 8:00 Room 121

Reading Mastery - North Joshua Library 9:30 - [Participants](#)

Compliance Training	Platform	Who	Required Completion Date
Mental Health Training 8:00-3:30	In Person	<a href="#">HB 3 Evidence B...</a> Police Officers and Counselors  Community Room	September 16, 2024

Texas Behavior Support Initiative – TBSI	<a href="#">TEA TBSI</a> 3 hours	DAEP Staff Only.	September 16, 2024
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**Campus:**

- Campus PLC-Strategic Implementation Guide Presentation
- Review campus final accountability
- Vertical Alignment/horizontal alignment PLC work
- Continuous Improvement walks (Goal, Mission, Objectives)
- Raptor Alert Practice with campus staff-practice accounting for kids

**Police Officers:**

- Mental Health required training (see above)

**October 21, 2024 (Half day)-Morning is PD, Afternoon is Work Time**

**160 day paraprofessionals DO NOT work on this day.**

**District: Morning is PD Time**

1. SPED Teacher SBIEP Training Half Day: 8:30-11:30 (Region 11) Admin Bldg 2, Room 202 [Participant List](#)
2. Counselors: NOVA Group Crisis Intervention Process 8:30-11:30

Compliance Training	Platform	Who	Required Completion Date
Cybersecurity	Neptune Navigate-located in ClassLink	All staff members who have not previously completed it earlier in the semester	December 19, 2024

**Campus:**

- Review campus accountability, PLC, RTI grouping and plans
- Continuous Improvement walks (Goal, Mission, Objectives)

## Police and Safety Patrol Monitors:


- Table Top Exercise-AM
- Case Loads-PM

## November 18, 2024

160 day paraprofessionals DO NOT work on this day.

### District:

1. Technology District Programs Training (Google Plus License) (1 hr)
2. SPED Teacher SBIEP Training Half Day: (Region 11) Admin Bldg 2, Room 202 [Participant List](#)
3. RISE Instructors-Module 2 Classroom Management

Compliance Training	Platform	Who	Required Completion Date
Mental Health Training 8:00-3:30	In Person	 HB 3 Evidence B...	November 18, 2024
Cybersecurity	Neptune Navigate-located in ClassLink	All staff members who have not previously completed it earlier in the semester	December 19, 2024

### Campus:

1. Campus vertical and horizontal alignment for PLC and Rtl
2. Possible testing accommodations training
3. Possible continuous improvement training for Classroom Systems Level Check


### Police:

1. Legislative Update class

## December 9, 2024

160 day paraprofessionals DO NOT work on this day.

### District:

Compliance Training	Platform	Who	Required Completion Date
Mental Health Training 8:00-3:30	In Person	 HB 3 Evidence B...	December 9, 2024



**Campus:** Li

**Police:**

## January 6, 2025 (Half day-PD in Morning/Work day in the Afternoon)

160 day paraprofessionals DO NOT work on this day.

**District:**

1. National Board Candidacy Cohort work for district candidate
2. Elementary UIL meeting- Coordinators, 1 administrator, Directors and Facilitators only (8:00-9:00 202)

**Campus:** Morning

1. PLC, Accommodations Training, Accountability, RtI

**Police:**

1. Ballistic Shield Training

## February 17, 2025 District GT PD Day

160 day paraprofessionals DO NOT work on this day.

**Police/Safety Monitors:**

## March 10, 2025 (Half day)-Morning is PD, Afternoon is Work Time

160 day paraprofessionals DO NOT work on this day.

**District:**

Campuses should use this day to complete and finalize LPAC, RTI, and SPED testing decisions.

Compliance Training	Platform	Who	Required Completion Date
CRASE	In Person	<a href="#">CRASE attendees</a>	March 10,2025

**Campus:**

**Police and Safety Patrol Monitors:**

**May 5, 2025**

**160 day paraprofessionals DO NOT work on this day.**

<b>Compliance Training</b>	<b>Platform</b>	<b>Who</b>	<b>Required Completion Date</b>
Trauma Informed Care	In Person	<a href="#">Trauma Informed Care Attendees</a>	May 5, 2024

**District:**

**Campus:**

1. PLC meetings to discuss scope and sequence, curriculum, etc for 2025-2026
2. Reading interventionist/dyslexia teacher follow [procedure](#) and review / prepare recommendations for dyslexia move-ups for 5th, 8th, 9th grade students

**Police:**

**July 29, 2024 New Teacher Orientation and Technology Training**

<b>Compliance Training</b>	<b>Platform</b>	<b>Who</b>	<b>Required Completion Date</b>
Child Abuse, Trafficking, & Maltreatment of Children	Region 11 Compliance Bundle / <a href="#">JISD Instructions</a> 30 minute online course	All new JISD Employees; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria.	August 30, 2024

Texas Behavior Support Initiative – TBSI	<a href="#">TEA_TBSI</a> 3 hours	All New JISD Instructional Staff; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria.	August 30, 2024
Seizure	Region 11 Compliance Bundle / <a href="#">JISD Instructions</a> 30 minute online course	All new JISD Employees; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria.	August 30, 2024

## July 30, 2024

Technology Training 1 (New Teachers) Boardroom AM/ Boardroom, 202 and 207 PM







## July 31, 2024

8:00-11:30 Professional Learning Communities/Continuous Improvement Process

11:30-12:30 Lunch

12:30-4:00 See chart below

Compliance Training	Platform	Who	Required Completion Date
Trauma Informed Care	In person-Led by Lyndie Conner 2:15-4:15	All new JISD Employees; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your	December 19, 2024

		portfolio in Strive/Eduphoria.  Professional De...	
T-TESS	In person- Led by Angie Padgett and Michelle Snell 12:30-2:00	 Professional De...	July 31, 2024
Reading Mastery	In person- Led by Amanda Pennell and Diana Moore 2:15-4:15	 Professional De...	July 31, 2024
Child Abuse, Trafficking, & Maltreatment of Children	Region 11 / <a href="#">JISD Instructions</a> 30 minute online course	All new JISD Employees; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria.  Professional De...	August 30, 2024
Seizure	Region 11 Compliance Bundle / <a href="#">JISD Instructions</a> 30 minute online course	All new JISD Employees; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria.  Professional De...	August 30, 2024
Dyslexia	<a href="#">TEA Dyslexia</a> 6 hour online course	All new JISD teachers; If you have this certificate/training from another district, provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria.  Professional De...	December 19, 2024
Texas Behavior Support Initiative – TBSI	<a href="#">TEA_TBSI</a> 3 hours  DAEP staff will take this training on Sept. 16,	All New JISD Instructional Staff; If you have this certificate/training from another district,	August 30, 2024

	2024	provide it to the C & I department (Casandra Welch <a href="mailto:welchc@joshuaisd.org">welchc@joshuaisd.org</a> and upload it to your portfolio in Strive/Eduphoria. 📁 Professional De...	
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## August 1, 2024

**(160 paras will work this day)**

**District:**

**Elementary:**

- [District PLC for Elementary Campuses 3-5 8:30-11:30](#)
- CTC TIA Pre-test Training 8:30-9:30 Admin Bldg 2, Room 207-  
📁 Elementary CTC Training Aug 1
- K-2 Science Curriculum Training (HMH) 8:00-9:30 or 10:00-11:30  
📁 August 1st HMH Training Attdendees
- 3-5 Science Curriculum Training (HMH)  
📁 August 1st HMH Training Attdendees
- PK PLC 8:30-3:30 at Plum Creek
- PLC Grades K-2 1:00-4:00  
📁 2024 Elementary BOY District PLC Assignment Chart
- 📁 Amira Training Bilingual and SPED teachers/paras 2:00-4:00, Staples Library
- Counselor PLC 8:30-3:30 Central Office, Bldg 2, Room 125
- [LID Teachers/Paras/Admin](#) Start Up 8:30-11:30 Admin Bldg 2, Room 202
- [BIC Teachers/Paras/Admin](#) Start Up 10-12 Admin Bldg 2, Room 202
- [Behavior Interventionists and Behavior Paras](#) 1:00-4:00 Admin Bldg 2, Room 202
- SPED Xlogs training [Attendee List](#) with times/groups

**Secondary:**

- PLC 8:30-4:00 📁 2024 BOY District PLC Assignment Chart-Secondary
- [LID Teachers/Paras/Admin](#) Start Up 8:30-9:30 Admin Bldg 2, Room 202
- BIC Start Up [Teachers/Paras/Admin](#) 10-12 Admin Bldg 2, Room 202
- [Behavior Interventionists and Behavior Paras](#) 1:00-4:00 Admin Bldg 2, Room 202
- [Secondary LID Mock CBI Attendee List](#) 1:00-4:00
- Counselor PLC 8:30-3:30 Central Office, Bldg 2, Room 125
- SPED Xlogs training [Attendee List](#) with times/groups
- CTC TIA Pre-test Training 9:45-10:45 Admin Bldg 2, Room 20-  
📁 Secondary CTC Training Aug 1

**Compliance Training for All JISD Staff:**

Compliance Training	Platform	Who	Required Completion Date
Bloodborne Pathogens	Region 11 / <a href="#">JISD Instructions</a>	All JISD Employees	August 14, 2024
Bullying Prevention	Region 11 / <a href="#">JISD Instructions</a>	All campus instructional staff, campus administrators, counselors (Region 11 online course)	August 30, 2024

**Police Department:**  
Range day

## August 2, 2024

(160 paras will work this day)

**District:**

Convocation and Vendor Fair: 8:00-1:00 at JHS Acker Auditorium

Compliance Training	Platform	Who	Required Completion Date	Location
LPAC	<a href="#">LPAC Framework-Training Resources</a>	Campus administrators and core content teachers Complete all 6 modules and attach all 6 certificates in Strive. You have already been enrolled in the course.	August 12, 2024	none

**Campus:** Campus administrators will provide specific details and agendas

## August 5, 2024

(160 paras will not work this day)

### District:

Technology Training (1 hr) -Each campus has a specific time on the 5th or 6th  
ViewSonic Board Training (1 hr middle school only w/ new boards)-specific campus times on the 5th or 6th

[SPED District Lead Team Meeting](#) 8:00-9:00 Virtual [\(click here for virtual link\)](#)

### Campus:

Campus administrators will provide specific details and agendas

## August 6, 2024

(160 paras will not work this day)

### District:

Technology Training (1 hr) -Each campus has a specific time on the 5th or 6th  
ViewSonic Board Training (1 hr middle school only w/ new boards)-specific campus times on the 5th or 6th

### Campus:

Campus administrators will provide specific details and agendas

## August 7, 2024

(160 paras will not work this day)

### District:

CPR Training 8:00-10:00 JHS Lecture Hall  
Diabetic Training 10:00-12:00 JHS Lecture Hall  
UIL Meeting 1:00 Lecture Hall



**Job Title:** Police Officer

**Exemption Status:** Nonexempt

**Reports to:** Chief of Police

**Pay Grade:** Police Pay Grade 1

**Dept./School:** Assigned Campus(es)

**Date Revised:** 7/2024

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**Primary Purpose:**

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

**Qualifications:**

**Education/Certification:**

High school diploma or GED

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE)

Clear and valid Texas driver's license

**Special Knowledge/Skills:**

General knowledge of criminal investigation, police report writing, and criminal laws

Training and ability to subdue offenders, including use of firearms and handcuffs

Bonded as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

**Experience:**

Background in law enforcement or related work experience

Experience as a school resource officer or ISD police officer preferred

**Major Responsibilities and Duties:**

**Law Enforcement:**

1. Patrol assigned campus(es) and routes walking or driving within district jurisdiction.
2. Provide law enforcement presence at after-hours events as assigned.
3. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
4. Investigate criminal offenses that occur within the district's jurisdiction.
5. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
6. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
7. Write effective legal incident reports.
8. Testify in court as needed.

**Consultation**

9. Work cooperatively with other police agencies to share information and provide other assistance.

**Safety**

10. Help provide traffic control at athletic events, school closings or openings, or at any other time.





11. Provide protection to or escort district personnel as needed.
12. Operate all equipment including firearms according to established safety procedures.

**Administration:**

13. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

**Education**

14. Provide classroom instruction, as requested, on ways to interact with police officers and other general “good citizen” areas.

15. Be visible on all assigned campuses on a regular basis and be available to answer questions for students, staff, and parents.

16. Perform other duties as assigned.

**Supervisory Responsibilities:**

None.

**Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment:** Ability to operate and maintain control of motor vehicles in all situations.

**Physical:** Ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously.

**Environment:** May be subject to adverse and hazardous working conditions, including violent and armed confrontations. Working outdoors in varying climate conditions; and encountering dangerous situations during the day and at night.

**Motion:** Strenuous walking, standing and climbing.

**Other:** Must be able to meet specific hearing and vision requirements for police officers

**Mental Demands:** Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

**Joshua ISD**  
**Police Officer**



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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Print Employee Name: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Job Title:** Safety Patrol Monitor

**Exemption Status:** Nonexempt

**Reports to:** Chief of Police / Campus Principal

**Pay Grade:** C PG 4 / 175 Days

**Dept./School:** Assigned Campus

**Date Revised:** 07/2022

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**Primary Purpose:**

Under general supervision, provide security and protection for students, staff and visitors and prevents property loss due to theft or vandalism.

**Qualifications:**

**Education/Certification:**

High School Diploma or GED  
Clear and valid Texas driver's license

**Special Knowledge/Skills:**

Ability to clearly and accurately record information  
Ability to follow verbal and written instructions  
Ability to work effectively with youths and adults  
Ability to communicate effectively (verbally)

**Experience:**

None

**Major Responsibilities and Duties:**

**Student Management**

1. Patrol assigned campus. Monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking.
2. Resolve conflict or confrontation between students and report disturbances to principal or assistant principal.
3. Control traffic and parking on campus grounds during school hours and at after-hours events.

**Security and Parking**

4. Register student vehicles and maintain accurate records of registration.
5. Work cooperatively with office personnel to inform students, employees and/or guests of problems with vehicles (i.e., improperly parked, lights on, etc.)

# Joshua ISD

## Safety Patrol Monitor

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6. Assist law enforcement personnel as needed.
7. Give directions or act as a guide to authorized visitors.
8. Notify police, fire department, or other appropriate authority of any situation requiring immediate attention.
9. Follow district safety protocols and emergency procedures.
10. Access control by ensuring exterior doors are closed and locked daily.
11. Continuous monitoring of internal and external controls (i.e., hallways, play grounds, lunch rooms, etc.)

### Supervisory Responsibilities:

None

### Mental Demands/Physical Demands/Environmental Factors:

**Tools/Equipment Used:** District vehicle, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

**Posture:** Prolonged sitting and standing

**Motion:** Strenuous walking and climbing stairs; occasional keyboarding and use of mouse, moderate driving

**Lifting:** Moderate lifting and carrying (15–44 pounds)

**Environment:** Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather); moderate exposure to noise and vehicle exhaust; frequent districtwide travel.

**Other:** Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions, including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

**Mental Demands:** Maintain emotional control under stress; prolonged hours; on call 24 hours a day

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Print Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_

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

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

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting Procedures**

Student Report

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

Employee Report

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

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

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

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. 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;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local)  TEC 11.252(a)(3)(E)	Chief of Administrative Services	District Procedure Manual
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d)  Board Policy FFA(Local)	Chief of Administrative Services	District Website
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	Chief of Administrative Services	District Procedure Manual

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Chief of Administrative Services	District Website
<b>5. Dropout Prevention</b>	TEC 11.252	Director of Post- Secondary Readiness	District Procedure Manual
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Associate Director of Special Services	District Procedure Manual and Website
<b>7. Title I, Part C: Migrant</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• A priority services action plan</li> </ul>	P.L. 107-110, Section 1415(b)	Chief Academic and Technology Officer	Central Office
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		Director of Secondary Curriculum, Instruction and Learning	District Procedure Manual
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> </ul> </li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Director of Post- Secondary Readiness	District Procedure Manual and website

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Curriculum and Instruction Department and Human Resource Department	Human Resource department, Eduphoria Workshop, agendas, sign-in sheets, surveys
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Chief of Administrative Services	District website, agendas, and Eduphoria Strive
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)	Assistant Superintendent and Director of Post-Secondary Readiness	Website, Staff Development agendas, Eduphoria Strive

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)  TEC 11.252(3)(B)  TEC 11.252(3)(B)  Board Policy FFH(Legal),  FFH(Local)  TEC 11.253(d)(8)    TEC 37.001  Family Code 71.0021  TEC 37.0831</p>	<p>Chief of Administrative Services</p>	<p>Procedure Manual, website, Eduphoria Strive</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>		<p>Associate Director of Special Services</p>	<p>Eduphoria Strive, staff development agenda and website</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)    TEC 28.001</p>	<p>Chief Technology Officer</p>	<p>Agendas, website</p>

# Accelerated Instruction Effectiveness Evaluation 2021-22

Evaluation Data: Joshua High School, Ninth Grade Campus, and New Horizon High School

	Number of students who met At-Risk Criteria 3	Number of students who met At-Risk Criteria 3
Grade Level	Beginning of the Year (BOY)	End of the Year (EOY)
9th Grade	219	169
10th Grade	143	74
11th Grade	149	71
12th Grade	65	17
<b>Totals</b>	<b>576</b>	<b>331</b>

## Evaluation Data: Middle School Campuses

	Number of students who met At-Risk Criteria 3	Number of students who met At-Risk Criteria 3
Grade Level	Beginning of the Year (BOY)	End of the Year (EOY)
6th Grade	145	61
7th Grade	153	59
8th Grade	179	93
<b>Totals</b>	<b>477</b>	<b>213</b>

## Evaluation Data: Elementary Campuses

	Number of students who Risk Criteria 4 - (PK-3rd) Criteria 3 - (4th-5th)	Number of students who Risk Criteria 4 - (PK-3rd) Criteria 3 - (4th-5th)
Grade	Beginning of the Year (BOY)	End of the Year (EOY)
Pre-Kindergarten	138	86
Kindergarten	221	153
First	115	60
Second	133	78
Third	148	89
Fourth	125	94
Fifth	158	94
<b>Totals</b>	<b>1038</b>	<b>654</b>

### Accelerated Instruction/Compensatory Education Initiatives:

math lab, reading lab, science lab, dyslexia strategies, class size reduction, small group instruction, individual instruction, tutorials, double block math classes, EOC accelerated instruction classes, summer accelerated instruction camps, mentoring, full day pre-kindergarten, and counseling