

Beaumont Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Mission Statement

We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

The District Improvement Plan is a living, working document based upon the needs of the Beaumont Independent School District. This document can/will be modified as needed, throughout the school year.

Vision

In collaboration with the entire community, we will become a national model for the transformation of a high-poverty public school district.

Core Beliefs

We believe:

1. All children can learn.

- Beaumont ISD will prioritize effective, engaging instruction aligned with a challenging curriculum for all students.

2. We can achieve higher levels of performance within every facet of our organization.

- Beaumont ISD will promote high expectations for all students and staff members, clearly defined district goals and strategically aligned resources.

3. Every classroom should have an effective teacher and every school should have an effective principal.

- Beaumont ISD will recruit, develop and retain highly effective teachers and administrators.

4. All school and work environments should be made safe, secure and supportive.

- Beaumont ISD will ensure that learning and work environments are safe, secure and supportive in order for all students and staff to achieve high levels of performance.

5. In order to prepare our next generation to become responsible citizens, we should work collaboratively with our families and community partners.

- Beaumont ISD will actively collaborate with families and community partners to maximize opportunities for the success of our students.

6. We should be fiscally responsible and accountable to the public.

- Beaumont ISD will implement financial procedures and internal controls to ensure fiscal responsibility.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

- Beaumont ISD has had declining enrollment over the past 4 years. The African American, Hispanic and Asian/Pacific Islander populations have increased while the White population is steadily decreasing. While the population decreases, so does the attendance rate of the students.

Student Demographics	ALL	AA	H	W	AI	A/PI	2 OR MORE RACES	ECD	ELL
2013-2014	19832	12011	4199	2550	39	602	431	14617	1804
2014-2015	19393	11660	4335	2329	43	581	445	14493	1906
2015-2016	19171	11515	4412	2180	41	590	433	14349	2007
2016-2017	19176	11500	4475	2091	41	584	465	15,198	2,064
Student Programs	SPED	G/T	CTE	BE/ESL					
2013-2014	1569	1635	4918	1620					
2014-2015	1499	1554	4646	1734					
2015-2016	1499	1398	4718	1853					
2016-2017	1394	1312	4813	1920					

Demographics

- The African American, Hispanic and Asian/Pacific Islander populations have increased while the White population is steadily decreasing.
- Enrollment has decreased yearly over the past 4 years

Students at risk of dropping out and Dropout Rates

- African Americans, Hispanic, ELLs and Eco Dis. have the highest dropout rates
- No authentic, purposeful programs at the campus level are in place for identifying and reducing dropouts. Secondary campuses adhere to the standard practice of reporting to truancy officers, students who are in violation of school attendance. One secondary campus did include this as a comprehensive need in their 2016-2017 Campus Improvement Plan.
- District level-- Calls are made to encourage students to return to school upon receipt of names and contact information. No safeguards in place. Most fall under the district truancy plan protocol
- No specified programs at campus level to reduce the numbers of dropouts but district has adopted procedures to follow before being able to file truancy on a student.

Dropout Rate (Gr. 7-8)	State	District	AA	H	W	AI	Asian/PI	2 or More Races	SPED	ECO DIS	ELL
2013-2014	0.5%	0.6%	0.9%	0.2%	0.3%	0.0%	0.0%	0.0%	0.8%	0.7%	0.0%
2014-2015	0.3%	1.0%	1.0%	1.3%	0.6%	*	0.0%	0.0%	0.8%	1.0%	0.6%
2015-2016	0.4%	0.6%	0.5%	0.8%	0.3%	0.0%	1.3%	0.0%	0.0%	0.5%	2.7%
Dropout Rate (Gr. 9-12)	State	District	AA	H	W	AI	Asian/PI	2 or More Races	SPED	ECO DIS	ELL
2013-2014	2.2%	3.1%	3.2%	4.0%	2.1%	0.0%	1.5%	2.2%	3.4%	3.5%	9.4%
2014-2015	2.1%	3.0%	2.8%	4.2%	2.4%	0.0%	1.0%	4.6%	3.7%	3.3%	9.2%
2015-2016	2.0%	3.5%	3.2%	4.2%	3.7%	0.0%	2.7%	3.8%	5.6%	3.5%	10.3%

How many students withdraw each year for homeschooling? Private schools?

	13/14	14/15	15/16
Home School	18	44	33
Private/parochial school	33	41	43
Out of Texas	118	117	109

The district uses the state indicators for at-risk students and the % of at-risk students is **68.8%**.

Attendance Rates

- The District has experienced a continuous decline in attendance rates over the past 4 years.

Attendance Rates	District	AA	H	W	AI	A	PI	2 or More Races	SPED	EcoD	ELL
2015-2016	94.3%	93.9%	95.0%	94.5%	94.3%	97.0%	95.8%	94.6%	92.0%	94.1%	95.7%
2014-2015	94.4%	94.0%	94.9%	94.7%	93.2%	97.2%	95.7%	94.9%	92.4%	94.1%	95.6%
2013-2014	95.1%	94.8%	95.5%	95.4%	94.4%	97.7%	95.7%	95.2%	93.4%	94.9%	96.3%
2012-2013	95.6%	95.3%	96.0%	95.7%	92.8%	97.5%	97.1%	95.4%	94.0%	95.3%	97.1%
2011-2012	95.5%	95.3%	96.1%	95.4%	93.9%	97.7%	96.7%	95.8%	93.9%	95.3%	97.0%

Demographics of Teachers vs. Students

- In comparing the demographics of teachers v s. students, the district has a higher % of African American students than teachers, a much higher % of Hispanic students compared to Hispanic teachers and a very high % of White teachers compared to White students.

Teacher/Student Demographics	AA-T	AA-S	H-T	H-S	W-T	W-S	AI-T	AI-S	A-T	A-S	PI-T	PI-S	2 or More Races-T	2 or More Races-S
2015-2016	45.8%	60.1%	4.8%	23.0%	46.6%	11.4%	0.3%	0.2%	0.7%	3.0%	0.1%	0.1%	1.8%	2.3%
2014-2015	43.8%	60.1%	5.0%	22.4%	48.4%	12.0%	0.3%	0.2%	0.6%	2.9%	0.1%	0.1%	1.7%	2.3%
2013-2014	43.8%	60.6%	5.0%	21.2%	48.6%	12.9%	0.3%	0.2%	0.5%	2.9%	0.0%	0.1%	1.8%%	2.2%

Special Education Referrals

- Total Special Education Students 1489 as of 4/5/17
- Referrals to Special Education from 8/16 - 2/2017 was: 134 Total.
- Data indicated that of the 134 referrals made to Special Education.
- 31 students or 23% did not qualify for Special Education services

- 103 students or 77% did qualify for Special Education services.

DNQ: Did Not Qualify

Analysis of Data by race/ethnicity indicates that the majority of students not qualifying for services were:

- 71% Black
- 13% Hispanic
- 13% White

DNQ: Data Chart (31 students)

Asian	Black	Hispanic	White	Total
1/3%	22/71%	4/13%	4/13%	31 or 23%

Additionally analysis of Gender Data indicates that denials were 25 or 81% for males and 6 and or 19% for females.

DQ: Did Qualify

Analysis of data by race/ethnicity indicates that the majority of students qualifying for services were:

- 73% Black
- 10% Hispanic
- 13% White

DQ: Did Qualify (103 students)

Asian	Black	Hispanic	White	Two or more	Total
3/3%	75/73%	10/10%	13/13%	2 /2%	103 or 77%

This data correlates with approximately the same percentages of Blacks, Hispanics and Whites who did not qualify at 71%, 13%, and 13% respectively.

Analysis of gender data indicates that qualifying students were 78 or 76% for males and 25 or 24% for females.

When comparing genders of DNQ and DQ percentages were in similar ranges as indicated below:

DNQ Genders	DQ Genders
Male: 81%	Male: 76%
Female: 19%	Female: 24%

How are ELL students supported and how effective are the services and supports in meeting the cognitive, linguistic and affective needs of ELLs?

Strengths

- Instruction provided by certified Bilingual and ESL teachers.
- Bilingual, ESL, and content area teachers have been trained in Sheltered Instruction and have also received specialized online training on the ELPS.
- Materials and programs developed and purchased specifically for language acquisition are being utilized by bilingual and ESL teachers throughout the district; examples include Imagine Learning, ThinkCentral, IStation, Estrellita, language specific bilingual dictionaries, and the Woodcock-Munoz Language Proficiency Test.
- Beaumont ISD has also recently hired a bilingual Instructional Specialist and an ESL Instructional Specialist to help design more targeted instructional programs.
- The Bilingual/ESL department helps new students with all aspects of the enrollment process on campuses whenever possible to ensure students and parents alike feel welcomed and valued.
- The Bilingual/ESL department also helps to enter and verify that PEIMS coding for bilingual/ESL students is entered correctly and that all LPAC procedures and processes including administering the IOWA test for initial placement and accommodations are being implemented and followed.
- The Bilingual/ESL department helps to ensure that all state testing regulations and procedures are followed for ELLs on assessments such as STAAR and TELPAS.
- The Bilingual/ESL department has adopted a one-way dual language bilingual program model to be implemented beginning with the 2017-2018 school year.

Weaknesses

- The district's ELL drop-out rate continues to increase.
- The lack of a Newcomer program and/or center makes it difficult for recently arrived ELLs to be successful both in social and academic settings.
- Class scheduling for ESL students at the high school level should be done in a more strategic manner ensuring that beginner and intermediate students are enrolled in classes that will give them the best chance to quickly learn English as well as content.
- Curriculum for ESL classes at the secondary level is very limited.
- Curriculum for Spanish Language Arts and Reading (SLAR) for bilingual classes.
- More in-depth training for TELPAS verifiers, raters, and content area teachers.
- Additional, more in-depth training of ELL instructional strategies for administrators and content area teachers will assist in the understanding of how

to better reach our ELL students and make academic content more accessible to them.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African Americans, Hispanic, ELLs and Eco Dis. have the highest dropout rates. **Root Cause:** No authentic, purposeful programs at the district or campus level are in place for identifying and reducing dropouts, or at-risk students.

Problem Statement 2: The district has experienced a continuous decline in attendance rates over the past 4 years. **Root Cause:** Attendance is not a priority at the campus level.

Problem Statement 3: The district's ELL drop-out rate continues to increase. **Root Cause:** The lack of a Newcomer program and/or center makes it difficult for recently arrived ELLs to be successful both in social and academic settings.

Problem Statement 4: In comparing the demographics of teachers v s. students, the district has a higher % of African American students than teachers, a much higher % of Hispanic students compared to Hispanic teachers and a very high % of White teachers compared to White students. **Root Cause:** Recruitment of qualified teachers of any race or ethnicity remains difficult.

Student Academic Achievement

Student Academic Achievement Summary

Beaumont ISD 2016-2017 Accountability Summary with Designations August 14, 2017					
Campus	Index 1 Student Achievement	Index 2 Student Progress	Index 3 Closing the Performance Gap	Index 4 Post-secondary Readiness	Rating
District	Target-60	Target-22	Target-28	Target-60	
DISTRICT	61	36	34	74	Met Standard
High Schools	Target-60	Target-17	Target-30	Target-60	
BEAUMONT EC HS	99	79	69	89	Met Standard
CENTRAL SENIOR HS	53	19	34	68	Met Standard
OZEN H S	61	31	35	69	Met Standard
WEST BROOK SR HS	74	25	42	82	Met Standard
Alternative Education	Target-35	Target-8	Target-13	Target-33	

PAUL A BROWN AL	40	Not Rated	23	77	Met Standard
Middle Schools	Target-60	Target-30	Target-26	Target-13	
M L KING MIDDLE	49	30	23	15	Improvement Required
MARSHALL MIDDLE	75	35	34	46	Met Standard
ODOM MIDDLE	76	36	40	49	Met Standard
SMITH MIDDLE	51	35	24	12	Improvement Required
SOUTH PARK MIDDLE	43	29	22	11	Improvement Required
VINCENT MIDDLE	57	36	28	21	Met Standard
Elementary Schools	Target-60	Target-32	Target-28	Target-12	
AMELIA EL	57	39	31	25	Met Standard
BLANCHETTE EL	48	36	25	10	Improvement Required
CALDWOOD EL	44	40	19	15	Improvement Required
CHARLTON-POLLARD EL	54	42	27	24	Improvement Required
CURTIS EL	88	48	51	51	Met Standard

DISHMAN EL	64	34	32	30	Met Standard
FEHL-PRICE EL	46	39	25	22	Improvement Required
FLETCHER EL	65	39	39	27	Met Standard
GUESS EL	70	42	39	39	Met Standard
HOMER DR EL	64	47	34	30	Met Standard
DR MAE E JONES-CLARK EL	44	42	23	18	Improvement Required
MARTIN EL	45	27	24	17	Improvement Required
PIETZSCH MACARTHUR EL	45	38	22	17	Improvement Required
REGINA HOWELL EL	77	49	43	51	Met Standard

Student Academic Achievement Strengths

Student Achievement

2016-2017 Campus Distinctions	
BEAUMONT ECHS	Academic Achievement-ELAR, Academic Achievement-M, Top 25% Student Progress, Top 25% Closing Performance Gap, Post Secondary Readiness
WEST BROOK SR HS	Academic Achievement-ELAR, Academic Achievement-Science, Academic Achievement-Social Studies, Post Secondary Readiness
MARSHALL MS	Academic Achievement-Social Studies
ODOM MS	Academic Achievement-ELAR, Academic Achievement-Social Studies, Top 25% Closing Performance Gap, Post Secondary Readiness

GUESS ES	Academic Achievement-ELAR
HOMER DRIVE ES	Top 25% Student Progress
REGINA-HOWELL ES	Academic Achievement-ELAR, Top 25% Student Progress

- Index 1-Data revealed that the district as well as 12 campuses exceeded the Index 1 Student Achievement target.
- Index 2- Data revealed that the district as well as 22 campuses either met or exceeded the Index 2 Student Progress target.
- Index 3- Data revealed that the district as well as 16 campuses exceeded the Index 3 Closing the Performance Gap target.
- Index 4- Data revealed that the district as well as 22 campuses exceeded the Index 4 Postsecondary Readiness target.

Curriculum & Instruction

In the areas of STAAR data, there are several promising results. In Index 2, Student Progress, the district is showing gains in Math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In Index 1, Student Achievement, the overall score was only one point above the minimum needed. **Root Cause:** Student achievement as evidenced by nine weeks assessments and STAR 360 data shows that effective instruction is not taking place that will result in reading and math achievement gains.

Problem Statement 2: There is a lack of professional development attendance among those teachers and instructional leaders needing it the most. **Root Cause:** There are no apparent consequences for not attending training or ensuring that the systems in place for monitoring and student achievement are enforced.

District Processes & Programs

District Processes & Programs Summary

Curricular

A focus was made in the 2016 - 2017 school year to develop curriculum in the core content areas that was aligned and addressed areas of weakness as evidenced by prior year data. The revised curriculum was created by selected high-performing teachers working with the content supervisors and consultants. Through on-going Curriculum Preview sessions, teachers are apprised of upcoming units, guided to unpack the TEKS, and are provided resources to implement engaging, high quality instruction. All teachers were trained on the use of Forethought lesson planner which fosters collaboration among teachers and teaching teams. District assessments are also vetted throughout the year by teachers who must sign off on a vetting form and indicate any revisions to be made before tests are released to campuses.

Numerous professional development sessions have been offered throughout each month which provide aides, teachers, and instructional leaders opportunities to develop their knowledge and instructional capacity. Within the training opportunities, teachers have been trained to utilize STAR 360 data to generate roadmaps for differentiation in their classroom and individualized learning reports for each student. Lead4ward provided on-going training featuring a playlist of engaging instructional strategies which are embedded in the curriculum

Personnel (recruit/support/retain)

- There is a new teacher training/orientation at the beginning of each school year to support new and/or returning teachers. Mentors are assigned at the campus level for new teachers. This year the district provided a district wide mentoring program to make sure mentors worked with new teachers throughout the year. Professional development opportunities were provided for new and struggling teachers. One concern was that even though it was provided, not all new teachers attended the professional development opportunities.
- District teachers have the opportunity to observe other teachers throughout the school year through the mentoring program, but usually they observe their mentor teachers. Beyond the mentor program, campus principals arrange for some teachers to observe other teachers throughout the school year. One concern is the lack of substitutes to cover classes so teachers can leave the classroom to observe others.
- About 98% of paraprofessionals meet the highly qualified status as reported by the director of Title 1 programs. HQ teacher status is no longer tracked due to changes in NCLB. There are campuses with vacant positions throughout the school year and therefore would not have HQ teachers for those classes, but the committee was unable to find the number of vacancies in the district.
- BISD's turnover rate is 19.5% based on state data which is 3% higher than the state average. In our local area Port Arthur (24.5%), Hardin-Jefferson (20.6%), and Lumberton (19.9%) are the only school with a higher turnover rate. Some of the turnover rate could be attributed to teachers retiring

because 22.9% of BISD teachers have over 20 years.

- Beyond the professional development opportunities the district has in place for building capacity are plans to adjust the curriculum coordinators' job activities this school year to include more time conducting walkthroughs and working with struggling teachers on improving instruction for all students. Plans for this year include offering a Coaching Academy for CC's to give them different ideas to help coach teachers.
- District surveys sent to the campus principals by the professional development department indicate the need for professional development and additional resources needed. Some of the areas they questioned included needs for instructional resources, pacing calendars, understanding TEKS, and instructional strategies. There is some need for additional resources and professional development with regards to classroom management strategies for new teachers and struggling teachers.
- Professional development available in the district is usually face-to-face instruction either during the school day or after school. The majority of the professional development is curriculum based and reviews the upcoming curriculum.
- The district's mentoring program works to pair new teacher with the strengths of the most effective experienced teachers, but it is sometimes difficult to convince effective teachers to be away from their students so they can conduct professional development or work with struggling teachers. There are plans in the works to video effective teachers and make the videos available to struggling teachers as a training tool.
- Through classroom walk-through observations and T-TESS, the campus administration looks for effective classroom instruction throughout the school year. It is more difficult for campus administrators to ensure that teachers are implementing what they have learned in staff development because they do not have the ability to attend the same training that each teacher attends and therefore do not always know what to look for in regards to implementation of new instructional programs.
- Support for struggling teachers is usually managed by each campus, however this year the district has implemented a mentoring plan utilizing the experience of two retired principals. The team will work with teachers who have been identified through data resources, as well as principal recommendations.

Technology

- The district is moving forward with reaching its long range technology goals for teaching and learning, educator preparation and development, administration and instructional support and infrastructure for technology.
- The district uses and purchases instructional technology software to aide in curriculum and remediation.
- Technology is not equitable across all campuses. Students receive instructional technology lessons in few general education classrooms.
- Schools do not have campus personnel to aide teachers in creating and implementing technology lessons.
- Schools use computer labs for tutorials and research after school.
- Parents are trained to use Parent Self serve and basic computer classes are offered.
- Teachers are offered many opportunities to attend technology training after school and during the summer.

- The district has plans to upgrade its infrastructure and network.
- The district also has plans to create new programs such as the STEM Center and Instrumentation Lab at the Early College High School.

District Processes & Programs Strengths

Personnel

- Many professional development opportunities provided within district throughout the school year.
- The district has attended about 15 job fairs during the 16/17 school year.
- District new teacher mentoring program continues to improve.
- Arrangements have been made to allow new teachers to observe other classrooms.

Technology

- Each Classroom contains a computer and network connections.
- The district is upgrading the network and wireless structure.
- The district is working on upgrading each classroom with a projector and document camera.
- The district is expanding the number of programs offered to train students in industrial technology careers.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teachers who NEED professional development do not attend workshops. **Root Cause:** There are not enough subs in the district to release all the teachers that need to attend professional development workshops.

Problem Statement 2: It is difficult to recruit new teachers and retain current teachers. **Root Cause:** District image and community perception of the district is improving, but still not favorable.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals





Goal 1: To increase student academic achievement.











Performance Objective 1: By June 2018, 100% of reading and math teachers will receive training in the reading and math curriculum and implement it using research-based best practices.

Evaluation Data Source(s) 1: Eduphoria sign in sheets, reading/math 360 reports

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 7 1) Supervisors will provide on-going training opportunities in the curriculum and instructional best practices.	1, 2, 3, 4, 5	Instructional Supervisors (Gen Ed, BE/ESL, SPED)	Teachers will be more proficient in implementing the Math and ELAR curriculum; student achievement will increase.				
				Problem Statements: Student Academic Achievement 1			
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Reading and math teachers will complete weekly lesson plans in Forethought that align with the district reading and math curriculum.	1, 2, 3, 5	Principals and Asst. Principals	Weekly monitoring by principals and APs will inspect whether lesson plans are being entered, and in alignment and implemented. Teachers will better understand lesson planning that is in alignment with the district; student achievement will increase.				
				Problem Statements: Student Academic Achievement 1			

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 3) District strategic planning opportunities will be provided during the school year to address identified low-performing areas in reading and math.	1, 2, 4	Instructional Supervisors (Gen Ed, BE/ESL,SPED) Campus Principals	Teachers will be more proficient in implementing the Math and ELAR curriculum; student achievement will increase.				
	Problem Statements: Student Academic Achievement 1						
Critical Success Factors CSF 1 CSF 7 4) Publish quarterly, a teacher-focused curriculum newsletter that focuses on best practices and resources.	1, 2, 3, 4, 5	Executive Director of C & I	Teachers will be more proficient in implementing the Math and ELAR curriculum; student achievement will increase.				
	Problem Statements: Student Academic Achievement 1						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement	
Problem Statement 1: In Index 1, Student Achievement, the overall score was only one point above the minimum needed. Root Cause 1: Student achievement as evidenced by nine weeks assessments and STAR 360 data shows that effective instruction is not taking place that will result in reading and math achievement gains.	













Goal 1: To increase student academic achievement.

Performance Objective 2: By June 2018, 100% of campus leadership teams will successfully utilize district-created systems to monitor implementation of the reading and math curriculum.

Evaluation Data Source(s) 2: Reports, T-PESS artifacts

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Form a Reading and Math Accountability Committee comprised of Associate and Asst. Superintendents, Principals, APs, supervisors, and teacher leaders working together to create a set of systems to hold everyone accountable for program training implementation.	1, 2	Executive and Senior Directors, Associate and Asst. Superintendents	Increased growth in reading and math levels and STAAR performance.				
Problem Statements: Student Academic Achievement 1							
Critical Success Factors CSF 3 2) Address Curriculum and Instruction priorities at each Administrator's meeting in brief rotational segments.	1, 4	Instructional Supervisors, Campus Principals, C and I Team	Principals will be aware of C and I issues and will know what needs to be monitored/completed.				
Problem Statements: Student Academic Achievement 1							
Critical Success Factors CSF 1 CSF 3 3) Associate and Asst. Superintendents will monitor implementation of major curriculum initiatives and hold principals accountable when the Accountability Committee monitoring systems are showing progress is not made.	1, 2	Associate and Asst. Superintendents, Executive Director of C and I	Principals will be more informed and held accountable about/for ongoing C and I issues				
Problem Statements: Student Academic Achievement 1							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: In Index 1, Student Achievement, the overall score was only one point above the minimum needed. Root Cause 1: Student achievement as evidenced by nine weeks assessments and STAR 360 data shows that effective instruction is not taking place that will result in reading and math achievement gains.

Goal 1: To increase student academic achievement.



Performance Objective 3: By June 2018, BISD will improve STAAR performance of 100% of tested students to insure they meet, exceed, or show growth on 2017-18 tested subjects.





Evaluation Data Source(s) 3: STAAR, STAAR ALT 2 results, FAFSA, PD Offerings, attendance reports increase in participation, Dropout data and endorsement graduates







Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Continue implementation of district curriculum. [CNA-CIA Need # 2]	1, 2, 8, 9	Principals, Instructional Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				

<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>2) Meet the needs of ELAR students by utilizing best practices and resources such as:</p> <ul style="list-style-type: none"> *balanced literacy *effective use of AR and Myon *implementation of Saxon *phonics for elementary *Neuhaus training *Literacy Libraries *Writing Academy *Six Traits of Writing *Writing portfolio reviews *STAR 360 *Forethought *Formative Assessment Microcredentials *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *Accelerated summer instruction, i.e. 5th and 8th grade Recapture, Title Summer School *FrogStreet, RAZ Kids and Istation for PreK *SANDI 	1, 2, 9	Principal and Instructional Supervisors (Gen. Ed, BE/ESL, SPED)	<p>Increased scores on district learning assessments with significant improvement for all subgroups.</p> <p>Increased scores on STAAR.</p>				
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<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Meet the needs of Math students by utilizing best practices and resources such as: *Guided Math *Prodigy *STAR 360 *Math Manipulatives in all elementary classrooms *Accelerated Math 1-8 *Standardized problem solving process *Forethought *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *Accelerated summer instruction, i.e. 5th and 8th grade Recapture, Title Summer School *FrogStreet, RAZ Kids and Istation for PreK *SANDI</p>	1, 2, 9	Principal and Instructional Supervisors (Gen. Ed, BE/ESL, SPED).	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Meet the needs of Science students by utilizing best practices and resources such as: *5 E lesson cycle *Student led/Student centered inquiry *Backwards design *Building background knowledge *Formative Assessment Microcredentials *STEAM *Stemscopes *Forethought *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI</p>	1, 2, 9	Principal and Instructional Supervisors (Gen. Ed, BE/ESL, SPED).	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Meet the needs of Social Studies students by utilizing best practices and resources such as: *Word Walls *Lesson cycle *Forethought *Formative Assessment Microcredentials *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI</p>	1, 2, 4, 8, 9, 10	Principal and Instructional Supervisors (Gen. Ed, BE/ESL, SPED).	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>6) Meet the needs of Special Population students by utilizing best practices and resources such as: *Dyslexia Intervention Program provided by Region 5. *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom (SPED). *Imagine Learning for ESL *Extended School Year (ESY) for SPED *FrogStreet, RAZ Kids and Istation for PPCD *SANDI</p>	1	Principals and Instructional Supervisors (BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR and STAAR ALT 2.				
	Funding Sources: Title I, Part A - \$7,500.00						
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) Use the PLC model to foster collaborative efforts and impact student achievement. *Continue Lead4Ward training for Leadership teams in the implementation of Lead4Ward delivered online. *Campus leaders model and practice authentic PLC strategies with teachers and staff.</p>	1	Principals, CCs, and District Leaders	Increased student performance and growth; increase in effective teaching strategies; increase in campus-wide collaboration				
	Funding Sources: Title I, Part A - \$7,500.00						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 8) PSP's will be utilized to consult with all IR schools and provide strategies for them to improve student achievement in all areas that caused the campuses to become IR.	1, 2, 3, 4	DCSI	All IR campuses Meet Standard for 2017-2018				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 9) School Support Specialist will work with campus principals to monitor the effectiveness of intervention programs and Targeted Improvement Plans.	1, 2, 3, 4	Associate and Asst. Superintendents	Campuses come out of school improvement.				
Problem Statements: Student Academic Achievement 1							
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 10) School Support Specialist will work with Former Improvement Required (FIR) campus principals to monitor the effectiveness of intervention programs and Targeted Improvement Plans.	1, 2, 3, 4	Associate and Asst. Superintendents	Campuses will remain out of school improvement.				
Problem Statements: Student Academic Achievement 1							
PBMAS Critical Success Factors CSF 1 CSF 7 11) Provide targeted professional development for teachers to build students' College and Career Readiness (CCR)	1, 2, 4	Directors of Professional Development and Counseling	Decrease in dropout rate for all student populations and increase students graduating with endorsements.				
Problem Statements: Student Academic Achievement 1							
PBMAS Critical Success Factors CSF 1 CSF 7 12) Inventory available resources to support effective implementation of CCR programs.	1, 2, 4	Directors of Professional Development and Counseling	Decrease in dropout rate for all student populations and increase students graduating with endorsements.				
PBMAS Critical Success Factors CSF 1 CSF 7 13) Implement student programs that develop CCR and CTE students.	1, 2, 4	Directors of Professional Development and Counseling	Decrease in dropout rate for all student populations and increase students graduating with endorsements.				
Problem Statements: Student Academic Achievement 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: In Index 1, Student Achievement, the overall score was only one point above the minimum needed. Root Cause 1: Student achievement as evidenced by nine weeks assessments and STAR 360 data shows that effective instruction is not taking place that will result in reading and math achievement gains.

Goal 2: To ensure safe and secure schools.

Performance Objective 1: By June 2018, all campuses will be provided ongoing classroom behavior support.

Evaluation Data Source(s) 1: PEIMS behavior and attendance reports, TEAMS attendance reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Bullying Training at all campuses for both students and staff. *Alternative Discipline Strategies --Anger management --Bullying *(HB 1942)(Board Policy FFI Local) (LEP, ESL, AA, SPED and Eco Dis-SS and FSS)	1, 4, 10	Director of Counseling, Campus Counselors	Fewer incidences, increased teacher awareness	✓	✓	✓	
Critical Success Factors CSF 6 2) Conflict Resolution --Dangers of drugs, alcohol and tobacco --Dating Violence (Policy FFH Local) --Early Mental Health Intervention and Suicide Prevention *(HB 1386) -Internet Safety/Acceptable Use Policy --Internet content filter (CIPA compliant) --Sexual Abuse and Other Maltreatment of Children *(SB 471/HB 1041) --Student Handbook --Student Code of Conduct--Restorative Discipline --CPI training(LEP, ESL, AA, SPED and Eco Dis-SS and FSS)	1, 4, 10	Director of Counseling, Campus Counselors	Sign in sheets and agendas will document the training sessions; surveys and fewer incidents.	🟡	🟡		
Critical Success Factors CSF 6 3) Addition of safety vestibules added to foyers of all elementary campuses and the Admin Bldg.		Senior Director of Maintenance and Operations	Increased safety for all personnel and students.	🟡	🟡		
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							









Goal 3: To attract and retain an outstanding workforce.

Performance Objective 1: By June 2018, the district will implement a targeted recruitment plan that will attract high-quality administrators, teachers, and support personnel.

Evaluation Data Source(s) 1: HR reports

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Seek applicants through job fairs, college visits, and social media.	5	Human Resources	Fewer to no vacancies of highly- qualified teachers and administrators				
Problem Statements: School Processes & Programs 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: It is difficult to recruit new teachers and retain current teachers. Root Cause 2: District image and community perception of the district is improving, but still not favorable.











Goal 3: To attract and retain an outstanding workforce.












Performance Objective 2: The district will begin a systemic change during the 2017-2018 school year to retain highly-qualified administrators, teachers and support personnel.

Evaluation Data Source(s) 2: Eduphoria sign-in sheets, STAAR scores, agendas and an increase in teacher retention

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Develop a PD Advisory Board to affect systemic change in the current PD plan including the PD model and PD calendar for the 18/19 school year.	1, 2, 3, 4, 5	Director of Professional Development	Advisory Board created and planning begun.				
Problem Statements: School Processes & Programs 1, 2							
Critical Success Factors CSF 7 2) Develop a specific delivery model for more targeted, effective professional development.	1, 2, 3, 4, 5	Director of PD and PD Advisory Board	PD Model, including structure and goals, developed.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							
Critical Success Factors CSF 7 3) Develop meaningful, quality PD that strategically meets the needs of the district.	1, 2, 3, 4, 5	Director of PD, District/Campus Administrators	Increased attendance in PD sessions; observable implementation of PD in classrooms.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							
Critical Success Factors CSF 3 CSF 7 4) Schedule accountability-based visits for campus-based administrative teams and teachers.	1, 2, 3, 4, 5	Director of PD, Executive Director of C and I, teacher mentor team, DCSI.	Campus administrative teams will learn how and what to monitor as far as teacher implementation of PD; observable implementation of PD in classrooms.				
Problem Statements: Student Academic Achievement 2							
Critical Success Factors CSF 3 CSF 7 5) Oversee the monitoring and enforce the attendance and participation of PD beginning with summer 2018.	1, 2, 3, 4, 5	Director of PD, Advisory Board, Campus Principals	Increased PD attendance; teacher and principal accountability.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1							

Critical Success Factors CSF 1 CSF 3 CSF 7	1, 2, 3, 4, 5	Director of PD and Executive Director of C and I	Increase in teacher PD attendance, student achievement, and teacher retention				
6) Implement revised PD model summer 2018.	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7	1, 2, 3, 4, 5, 8, 9, 10	Human Resources team, principals	Developed pool of future leaders to fill vacancies; retaining new teachers to stay in the district				
7) Retain existing staff and continue to develop and grow them through New Teacher Mentoring program, principal academies and AP Leadership Academies.	Funding Sources: Local Funds - \$25,000.00, Title II, Part A - \$8,300.00						
Critical Success Factors CSF 6	1, 2, 4, 10	Central office administration, campus admin. teams	Fewer classroom disruptions and disciplinary referrals, increased student engagement, growth in student achievement				
8) Support provided to teachers to increase student engagement, classroom management, and use of effective instructional strategies using CHAMPS, PLCs, curriculum preview sessions							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7	1, 4	Associate Superintendent for Ses, Asst. Superintendent for Elem, Executive Director of C and I, Director of PD	Training will be provided for administrators.				
9) Provide leadership training to administrators.							
Funding Sources: Title II, Part A - \$3,200.00							
<div>✔ = Accomplished ➞ = Continue/Modify  = Considerable  = Some Progress  = No Progress ✖ = Discontinue</div>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: There is a lack of professional development attendance among those teachers and instructional leaders needing it the most. Root Cause 2: There are no apparent consequences for not attending training or ensuring that the systems in place for monitoring and student achievement are enforced.
School Processes & Programs
Problem Statement 1: Teachers who NEED professional development do not attend workshops. Root Cause 1: There are not enough subs in the district to release all the teachers that need to attend professional development workshops.
Problem Statement 2: It is difficult to recruit new teachers and retain current teachers. Root Cause 2: District image and community perception of the district is improving, but still not favorable.







Goal 4: To improve school climate and student engagement











Performance Objective 1: Attendance rate will increase by 1% averaged though out the 2017-2018 school year.

Evaluation Data Source(s) 1: PEIMS Reporting, tEAMS Reporting

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Conduct home visits and phone calls for chronic absenteeism.	1, 6	PEIMS Clerks, counselors, Student Services dept.	Increased student attendance will occur.				
Problem Statements: Demographics 1, 2							
Critical Success Factors CSF 3 CSF 6 CSF 7 2) A campus team, including multiple stakeholders will create incentives for the campus that will promote attendance: *incentives used during times of high attendance such as testing, will be considered *Campuses' CEICs will create an attendance list of required activities using resources such as posters, call-outs, website information and newsletters *Campuses will create a list of resources and funding sources needed for incentives *Educate parents, students and staff on the importance of school attendance through face-to-face trainings, websites and literature	1, 2	Campus leadership team	Increased student attendance, as well as engagement.				
Problem Statements: Demographics 1, 2							
Critical Success Factors CSF 1 CSF 4 CSF 5 3) Support identified students with pregnancy related services	1, 6, 9, 10	Director of Counseling, Campus Counselors, Campus Nurses	Support will be provided to identified students.				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 4) Implement after-school enrichment programs.	1, 2, 9, 10	Campus Principals	Programs will be provided for students after school.				
Critical Success Factors CSF 3 5) Ongoing training for PEIMS clerks to reduce errors and improve data quality	1	Director of Student Services	Training will be provided; fewer data errors				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: African Americans, Hispanic, ELLs and Eco Dis. have the highest dropout rates. Root Cause 1: No authentic, purposeful programs at the district or campus level are in place for identifying and reducing dropouts, or at-risk students.
Problem Statement 2: The district has experienced a continuous decline in attendance rates over the past 4 years. Root Cause 2: Attendance is not a priority at the campus level.

Goal 4: To improve school climate and student engagement

Performance Objective 2: By June 2018, all campuses will be trained in strategies to improve student engagement and reduce discipline referrals.

Evaluation Data Source(s) 2: Reduction of campus discipline referrals of all students; reduction of in-school suspension of all students; and provide training to campus administrators on laws impacting the discipline of all students.

Summative Evaluation 2:














Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Safe and Civil Schools, CHAMPS and Foundations implementation on all campuses.	1, 2, 4, 10	Associate Superintendent for Secondary Schools and Assistant Superintendent for Elementary Schools	Discipline referrals will reduce by 10%.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Ongoing training for teachers in behavior management for special needs students.	1, 2, 4, 9	Senior Director of Special Education	Training sessions will occur.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: To increase community collaboration.

Performance Objective 1: By June 2018, the district will increase the opportunities for campus-based engagement by 10%.

Evaluation Data Source(s) 1: Raptor report and campus sign-in sheets

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Volunteer activities will increase through utilization of programs such as Reach Out and Read (ROAR), collaboration with institutes of higher learning and business partners, and Volunteer in Public Schools (VIPS)	1, 6, 9	Supervisor of Parent Involvement; Director of Communications	Increased number of volunteers by 10% through recruitment efforts.				
Funding Sources: Title I, Part A - \$25,000.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Parent Center Coordinators (PCCs) will provide multiple opportunities for parent involvement trainings that support academic progress.	1, 6, 9	Supervisor of Parent Involvement	Parents will be educated in best practices for academic success.				
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Parent centers will be created to support meaningful parent/family engagement.	1, 6	Supervisor of Parent Involvement	Increased parent engagement; centers will be utilized; instructional materials will be provided for parents' use.				
Funding Sources: Title I, Part A - \$200,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: To increase community collaboration.

Performance Objective 2: By June 2018, the district will increase volunteer participation by 10%.

Evaluation Data Source(s) 2: Opinions and concerns of stake holders will be sought.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) CEIC and DEIC participation from community will occur.	1, 2, 6, 10	Campus Principals, Executive Director of Curriculum and Instruction	More participation by community stakeholders				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Supervisors will provide on-going training opportunities in the curriculum and instructional best practices.
1	1	2	Reading and math teachers will complete weekly lesson plans in Forethought that align with the district reading and math curriculum.
1	1	3	District strategic planning opportunities will be provided during the school year to address identified low-performing areas in reading and math.
1	3	1	Continue implementation of district curriculum. [CNA-CIA Need # 2]
1	3	2	Meet the needs of ELAR students by utilizing best practices and resources such as: *balanced literacy *effective use of AR and Myon *implementation of Saxon *phonics for elementary *Neuhaus training *Literacy Libraries *Writing Academy *Six Traits of Writing *Writing portfolio reviews *STAR 360 *Forethought *Formative Assessment Microcredentials *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *Accelerated summer instruction, i.e. 5th and 8th grade Recapture, Title Summer School *FrogStreet, RAZ Kids and Istation for PreK *SANDI
1	3	3	Meet the needs of Math students by utilizing best practices and resources such as: *Guided Math *Prodigy *STAR 360 *Math Manipulatives in all elementary classrooms *Accelerated Math 1-8 *Standardized problem solving process *Forethought *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *Accelerated summer instruction, i.e. 5th and 8th grade Recapture, Title Summer School *FrogStreet, RAZ Kids and Istation for PreK *SANDI
1	3	4	Meet the needs of Science students by utilizing best practices and resources such as: *5 E lesson cycle *Student led/Student centered inquiry *Backwards design *Building background knowledge *Formative Assessment Microcredentials *STEAM *Stemscopes *Forethought *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI
1	3	5	Meet the needs of Social Studies students by utilizing best practices and resources such as: *Word Walls *Lesson cycle *Forethought *Formative Assessment Microcredentials *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI
1	3	6	Meet the needs of Special Population students by utilizing best practices and resources such as: *Dyslexia Intervention Program provided by Region 5. *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom (SPED. *Imagine Learning for ESL *Extended School Year (ESY) for SPED *FrogStreet, RAZ Kids and Istation for PPCD *SANDI
1	3	7	Use the PLC model to foster collaborative efforts and impact student achievement. *Continue Lead4Ward training for Leadership teams in the implementation of Lead4Ward delivered online. *Campus leaders model and practice authentic PLC strategies with teachers and staff.

Goal	Objective	Strategy	Description
1	3	8	PSP's will be utilized to consult with all IR schools and provide strategies for them to improve student achievement in all areas that caused the campuses to become IR.
1	3	9	School Support Specialist will work with campus principals to monitor the effectiveness of intervention programs and Targeted Improvement Plans.
1	3	10	School Support Specialist will work with Former Improvement Required (FIR) campus principals to monitor the effectiveness of intervention programs and Targeted Improvement Plans.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.21.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$15,060.00
199.21.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$7,000.00
199.21.6117.51.699.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,000.00
199.23.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$12,121.00
199.23.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$11,775.00
199.23.6117.51.699.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,544.00
199.31.6117.51.599.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$2,772.00
199.31.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$8,495.00
199.31.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$6,468.00
199.11.6117.49.801.24.000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$101,572.00
199.33.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$7,000.00
199.11.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$90,439.00
199.33.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$9,625.00
199.11.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$161,260.00
199.11.6117.51.699.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$94,380.00
199.12.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,297.00
199.12.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,400.00
199.13.6117.49.801.24.232	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$30,000.00
199.32.6119.90.806.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$99,577.00
199.11.6121.51.699.24.254	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,600.00
199.11.6121.51.699.24.275	6121 Extra Duty Pay/Overtime - Support Personnel	\$10,026.00
199.11.6121.51.699.24.302	6121 Extra Duty Pay/Overtime - Support Personnel	\$6,435.00

199.23.6121.51.699.24.254	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,100.00
199.23.6121.51.699.24.275	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,763.00
199.23.6121.51.699.24.302	6121 Extra Duty Pay/Overtime - Support Personnel	\$715.00
199.32.6139.90.812.24.000	6139 Employee Allowances	\$5,286.00
199.11.6141.51.699.24.254	6141 Social Security/Medicare	\$3,031.00
199.32.6141.90.806.24.000	6141 Social Security/Medicare	\$1,466.00
199.32.6141.90.812.24.000	6141 Social Security/Medicare	\$77.00
199.11.6142.51.699.24.254	6142 Group Health and Life Insurance	\$10.00
199.13.6142.49.801.24.232	6142 Group Health and Life Insurance	\$60.00
199.32.6142.90.806.24.000	6142 Group Health and Life Insurance	\$5,520.00
199.11.6143.51.699.24.254	6143 Workers' Compensation	\$145.00
199.32.6143.90.806.24.000	6143 Workers' Compensation	\$363.00
199.32.6143.90.812.24.000	6143 Workers' Compensation	\$19.00
199.11.6146.51.699.24.254	6146 Teacher Retirement/TRS Care	\$966.00
199.32.6146.90.806.24.000	6146 Teacher Retirement/TRS Care	\$2,317.00
6100 Subtotal:		\$716,684.00
6300 Supplies and Services		
199.11.6399.51.699.24.254	6399 General Supplies	\$8,000.00
199.11.6399.51.699.24.275	6399 General Supplies	\$20,000.00
199.11.6399.51.699.24.302	6399 General Supplies	\$15,000.00
199.53.6399.79.818.30.287	6399 General Supplies	\$42,000.00
6300 Subtotal:		\$85,000.00
6400 Other Operating Costs		
199.11.6494.51.699.24.254	6494 Reclassified Transportation Expenses	\$23,500.00
199.11.6494.51.699.24.275	6494 Reclassified Transportation Expenses	\$13,500.00
6400 Subtotal:		\$37,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel, Brian B.	Assistant Principal	SCE	1.0
Barnes, Michael Tyrone	Teacher High School	SCE	1.0
Basha, Shellby Nicole	Computer Lab Aide	SCE	1.0
Berry, Bennie	Teacher High School	SCE	1.0
Berry, Marcia Althea	Teacher High School	SCE	1.0
Bowman, Jeremi Daniel	Teacher Middle School	SCE	1.0
Brown, Stephanie Lynn	Teacher High School	SCE	1.0
Chavis, Tara Gage	Assistant Principal	SCE	1.0
Dawson, Nicole Wilson	Clerk Receptionist	SCE	1.0
Derrick, James Paul	Teacher Middle School	SCE	1.0
Fontenot, June M.	Campus PEIMS Data Clerk	SCE	1.0
Garza, Roland Lee	Teacher High School	SCE	1.0
Gilder, Cecilia Young	Secretary Principal Middle	SCE	1.0
Hadnot, Kimberly K.	Priority Aide	SCE	1.0
Hall, Brian Edward	Teacher High School	SCE	1.0
Harper, Nicole M.	Teacher High School	SCE	1.0
Hayes, JZmene Rashada	Elementary ISS Aide	SCE	1.0
Holmes, Tammy D.	Nurse	SCE	.5
Jenkins, Erica Lynn	Teacher Elem School	SCE	.5
Johnson, Toni Dominique	Teacher Elem School	SCE	.5
Linden, Lonna D.	Teacher High School	SCE	1.0
Pham, Judy T.	Reading Coach	SCE	1.0
Prudhomme, Kela N.	Visiting Teacher	SCE	1.0
Richard, Donyale	Math Coach	SCE	1.0

Robinson, David L	Attendance Officer	SCE	1.0
Seastrunk, Shana B.	Math Coach	SCE	1.0
Senigal-Vaughn, Wilma	Counselor High School	SCE	1.0
Simmons, Waylon H.	Teacher Middle School	SCE	1.0
Wells, Wayne D.	Principal Middle School	SCE	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Iglesias	Parent and Family Engagement Supervisor	Title IA	1.0
Blanca Jones	BE Instructional Specialist	Title IA	1.0
Elizabeth Whitley	Math Instructional Specialist Secondary	Title IA	1.0
Ferleshare Starks	Science Instructional Specialist Element	Title IA	1.0
Gwen Lacy	PK Instructional Supervisor	Title IA	1.0
Julie Smith	ESL Instructional Specialist	Title IA	1.0
Marla Singleton	ELAR Instructional Specialist Secondary	Title IA	1.0
Monica Reynolds	Social Studies Instructional Specialist	Title IA	1.0
Patsy Magee	Science Instructional Specialist Seconda	Title IA	1.0
Sheree Will	Math Instructional Specialist Elementary	Title IA	1.0
Valerie Maclin	ELAR Instructional Specialist Elementary	Title IA	1.0

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Adrienne Guillory	Teacher
District-level Professional	Anita Frank	Asst. Superintendent of Elementary Schools
District-level Professional	Shannon Allen	Associate Superintendent of Secondary Schools

District Needs Assessment Committee

Committee Role	Name	Position
District-level Professional	Anita Frank	Assistant Superintendent of Elementary Schools
District-level Professional	D'lana Barbay	Coordinator of Professional Development
District-level Professional	Denise Shaffer	Instructional Technology Supervisor
District-level Professional	Elizabeth Whitley	Secondary Math Supervisor
District-level Professional	Ferleshare Starks	Elementary Science Supervisor
District-level Professional	Gwen Lacy	PreK Supervisor
District-level Professional	Jenny Angelo	Executive Director of Curriculum and Instruction
District-level Professional	Jody Slaughter	Director of Title Programs
District-level Professional	Kimber Knight	Director of Research, Planning and Evaluation
District-level Professional	Marla Singleton	Secondary ELAR Supervisor
District-level Professional	Melissa Oliva	Bilingual/ELL and Foreign Language Supervisor
District-level Professional	Miranda Phillips	Director of CTE
District-level Professional	Monica Reynolds	Social Studies Supervisor
District-level Professional	Patsy Magee	Secondary Science Supervisor
District-level Professional	Piper Ayres	Special Education Supervisor
District-level Professional	Rodney Saveat	Health and Physical Education Supervisor
District-level Professional	Ron Jackson	Athletics Director
District-level Professional	Ronnie Bryant	Fine Arts Supervisor
District-level Professional	Shannon Allen	Associate Superintendent of Secondary Schools
District-level Professional	Sheree Will	Elementary Math Supervisor
District-level Professional	Valerie Maclin	Elementary ELAR Supervisor
District-level Professional	Tammy Diller	Executive Director of Special Education
District-level Professional	Adrienne Lee	Library Services
District-level Professional	Blanca Jones	BE/ESL Instructional Support
District-level Professional	Julie Smith	BE/ESL Instructional Support

District-level Professional	Frank Jameson	SPED Supervisor
District-level Professional	Kris Grado	SPED Supervisor
District-level Professional	Mary Jagoe	SPED Supervisor
Administrator	Paul Shipman	Principal
Administrator	Dianna Valdez	Principal
Administrator	Jeffrey Farley	Principal

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7		199	\$25,000.00
Sub-Total					\$25,000.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7		255.13.6219.	\$8,300.00
3	2	9		255.13.6411.	\$3,200.00
Sub-Total					\$11,500.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6		211.11.6399.00.862	\$7,500.00
1	3	7		211.11.6129.00.862	\$7,500.00
5	1	1		211.11.6399	\$25,000.00
5	1	3		211.61.6119.	\$200,000.00
Sub-Total					\$240,000.00
Grand Total					\$276,500.00

Addendums

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

PURPOSE

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. The District shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, the District shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

The District shall ensure that all children in the District participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

REQUIRED
CURRICULUM

A district that offers kindergarten through grade 12 shall offer the following as a required curriculum:

FOUNDATION
CURRICULUM

1. A foundation curriculum that includes:
 - a. English language arts and reading;
 - b. Mathematics;
 - c. Science; and
 - d. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

ENRICHMENT
CURRICULUM

2. An enrichment curriculum that includes:
 - a. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the District may offer an elective course in the language;
 - b. Health, with emphasis on the importance of proper nutrition and exercise;

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

- c. Physical education;
- d. Fine Arts;
- e. Career and technical education;
- f. Technology applications;
- g. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
- h. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

LOCAL CREDIT

The District may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

LOCAL
INSTRUCTIONAL PLAN

The District's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. The District is encouraged to exceed minimum requirements of law and State Board rule.

MAJOR
CURRICULUM
INITIATIVES

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that:

1. Includes teacher input;
2. Provides District employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the Board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and District employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

COMMON CORE
STATE STANDARDS

The District may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. The District may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

COORDINATED
HEALTH PROGRAMS

TEA shall make available to the District one or more coordinated health programs or allow the development of District programs designed to prevent obesity, cardiovascular disease, oral disease, and type 2 diabetes in elementary, middle, and junior high school students. Each program must provide for coordinating:

1. Health education, including oral health education;
2. Physical education and physical activity;
3. Nutrition services; and
4. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

The District shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the District. *Education Code 38.014*

Coordinated school health programs that are developed by the District and that meet TEA criteria may be approved and made available as approved programs. The District must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

PHYSICAL EDUCATION

The District shall establish specific objectives and goals the District intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and
3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

STUDENT/TEACHER
RATIO

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the District to:

1. Carry out the purposes of and requirements for the physical education curriculum; and
2. Ensure the safety of students participating in physical education.

If the District establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the District shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

CLASSIFICATION FOR
PHYSICAL EDUCATION

The District shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted—not limited in activities.
2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:
 - a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

SCHOOL HEALTH
ADVISORY COUNCIL

The Board shall establish a local school health advisory council (SHAC) to assist the District in ensuring that local community values are reflected in the District's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

DUTIES

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in health education;
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, type 2 diabetes, and mental health concerns through coordination of:
 - a. Health education,
 - b. Physical education and physical activity,
 - c. Nutrition services,
 - d. Parental involvement,
 - e. Instruction to prevent the use of tobacco;
 - f. School health services,
 - g. Counseling and guidance services,
 - h. A safe and healthy school environment, and
 - i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:
 - a. School health services;
 - b. Counseling and guidance services;
 - c. A safe and healthy school environment; and
 - d. School employee wellness; and
5. If feasible, joint use agreements or strategies for collaboration between the District and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the District and community organization.

Education Code 28.004(c)

The SHAC shall consider and make policy recommendations to the District concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding un-

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

	<p>structured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the District concerning the importance of daily recess for elementary school students. <i>Education Code 28.004(l)</i></p>
CONTENT OF HUMAN SEXUALITY INSTRUCTION	<p>The Board shall determine the specific content of the District's instruction in human sexuality. <i>Education Code 28.004(h)</i></p> <p>The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:</p> <ol style="list-style-type: none">1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;2. Devote more attention to abstinence than to any other behavior;3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum. <p><i>Education Code 28.004(e)</i></p>
CONDOMS	<p>The District may not distribute condoms in connection with instruction relating to human sexuality. <i>Education Code 28.004(f)</i></p>
SEPARATE CLASSES	<p>If the District provides human sexuality instruction, it may separate students according to sex for instructional purposes. <i>Education Code 28.004(g)</i> [See FB regarding single-sex classes under Title IX]</p>
NOTICE TO PARENTS	<p>Before each school year, the District shall provide written notice to a parent of each student enrolled in the District of the Board's decision regarding whether the District will provide human sexuality instruction to District students. If instruction will be provided, the notice must include:</p>

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

1. A summary of the basic content of the District's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;
2. A statement of the parent's right to:
 - a. Review curriculum materials as provided by Education Code 28.004(j); and
 - b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the District or the student's school; and
3. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

Education Code 28.004(i)–(i-1)

AVAILABILITY OF
MATERIALS

The District shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFAA regarding selection of curriculum materials for human sexuality instruction]

STEROID NOTICE AND
EDUCATION

The District shall, at appropriate grade levels as determined by the State Board of Education, provide to students involved in extracurricular athletic activities information developed by TEA regarding the use of anabolic steroids and the health risks involved with such use. *Education Code 38.0081(b)*

Each school in a district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted a notice regarding steroids, using the text set forth at Education Code 38.008 [see FNCF(EXHIBIT)]. *Education Code 38.008*

WELLNESS AND HEALTH SERVICES
SCHOOL-BASED HEALTH CENTERS

FFAE
(LEGAL)

SCHOOL-BASED
HEALTH CENTERS

The District may, if it identifies the need, design a model for the delivery of cooperative health-care programs for students and their families and may compete for grants to provide such programs. The model program may provide for delivery of conventional health services and disease prevention of emerging health threats that are specific to the District.

On the recommendation of an advisory council, the District may establish a school-based health center at one or more campuses in the District to meet the health-care needs of students and their families. The District may contract with a person to provide services at a school-based health center.

Education Code 38.051

PROGRAMS GOALS

All health-care programs should be designed to meet the following goals:

1. Reducing student absenteeism;
2. Increasing a student's ability to meet the student's academic potential; and
3. Stabilizing the physical well-being of a student.

Education Code 38.063(c)

CONSENT
REQUIRED

A school-based health center may provide services to a student only if the District or the provider with whom the District contracts obtains the written consent of the student's parent or guardian or another person having legal control of the student. The student's parent or guardian or another person having legal control of the student may give consent to receive ongoing services or may limit consent to one or more services provided on a single occasion. The consent form must list every service the center delivers in a format that complies with all applicable state and federal laws and allows a person to consent to one or more categories of services.

Education Code 38.053

PERMISSIBLE
SERVICES

The permissible categories of services are:

1. Family and home support;
2. Health care, including immunizations;
3. Dental health care;
4. Health education; and
5. Preventive health strategies.

Education Code 38.054

WELLNESS AND HEALTH SERVICES
SCHOOL-BASED HEALTH CENTERS

FFAE
(LEGAL)

SERVICES NOT
PERMITTED

Reproductive services, counseling, or referrals may not be provided through a school-based health center using grant funds awarded under Education Code Chapter 38, Subchapter B. Any service provided using grant funds must be provided by an appropriate professional who is properly licensed, certified, or otherwise authorized under state law to provide the service. *Education Code 38.055-.056*

The staff of a school-based health center and the person who consents to treatment shall jointly identify any health-related concerns of a student that may be interfering with the student's well-being or ability to succeed in school. If it is determined that a student should be referred for mental health services, the staff of the center shall notify verbally and in writing the person who has authority to consent, and the referral shall not be made unless the person provides written consent for the service to be provided and specific written consent for each treatment occasion. *Education Code 38.057*

ADVISORY COUNCIL

The Board may establish and appoint members to a local health education and health-care advisory council to make recommendations on the establishment of school-based health centers and to assist the District in ensuring that local community values are reflected in the operation of each center and in the provision of health education. A majority of the members must be parents of students enrolled in the District. In addition to the appointees who are parents, the Board shall also appoint at least one teacher, one administrator, one licensed health-care professional, one member of the clergy, one person from law enforcement, one member of the business community, one senior citizen, and one student. *Education Code 38.058*

The District may seek assistance in establishing and operating a school-based health center from any public agency in the community. *Education Code 38.059*

If the District is located in a county with a population not greater than 50,000 or that has been designated as a health professional shortage area, a medically underserved area, or a medically underserved community, the District shall make a good-faith effort to identify and coordinate with existing providers. *Education Code 38.060*

PRIMARY CARE
PHYSICIAN

If a person receiving a medical service from a school-based health center has a primary care physician, the staff of the center shall provide notice of the service to that physician. Before delivering service to a person with a primary care physician under the state Medicaid program, a state children's health plan program, or a private health insurance or health benefit plan, the staff of the center

WELLNESS AND HEALTH SERVICES
SCHOOL-BASED HEALTH CENTERS

FFAE
(LEGAL)

	shall notify that physician to share medical information and obtain authorization for delivering the medical service. <i>Education Code 38.061</i>
FUNDING	The District shall comply with the funding requirements and limitations set out in Education Code 38.062–.063 and with rules adopted by the commissioner of state health services. <i>Education Code 38.062–.063</i>
STANDARDS FOR STATE-FUNDED CENTERS	If the District receives a grant from the Texas Department of State Health Services (TDSHS) to assist with the costs of operating school-based health centers, it must comply with TDSHS standards for funded centers. <i>25 TAC 37.531, .538</i>

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LEGAL)

RECOMMENDED
PROGRAMS

The Texas Department of State Health Services (TDSHS), in coordination with TEA and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. The District may select from the list a program or programs appropriate for implementation in the District.

The list must include programs in the following areas:

1. Early mental health intervention;
2. Mental health promotion and positive youth development;
3. Substance abuse prevention;
4. Substance abuse intervention; and
5. Suicide prevention.

TDSHS, TEA, and each ESC shall make the list easily accessible on their Web sites.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and
3. Intervene effectively with students described by items 1 or 2 above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

TRAINING

The District shall provide training described in the components set forth above for teachers, school counselors, principals, and all other appropriate personnel. The District is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. The District may implement a program on the list to satisfy the training requirements.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LEGAL)

If the District provides the training, a District employee must participate in the training at least one time, and the District shall maintain records that include the name of each District employee who participated in the training.

POLICY

The Board may adopt a policy concerning mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention that:

1. Establishes a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
2. Establishes a procedure for providing notice of a student identified as at risk of committing suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
3. Establishes that the District may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the District for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention; and
4. Sets out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention.

The policy must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

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

District policy and procedures are not intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. District policy and procedures are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. School districts do not have the authority

to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

Health and Safety Code 161.325

IMMUNITY

These requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Health and Safety Code 161.326*

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

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 parent or guardian of the victim and a parent or guardian of the 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, 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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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 the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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	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, counselor, principal, or other District employee.
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.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	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. 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.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	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.
DISCIPLINE	<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>
CORRECTIVE ACTION	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 if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

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), .252(e)

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)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

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

A district participating in a shared services arrangement for disciplinary alternative education program (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. 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, and with a disability who receive special education and limited English proficiency 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)

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, including students in special education programs under Education Code Chapter 29, Subchapter A, in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

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. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs adopted by the district, if any, in accordance with Health and Safety Code Chapter 161, Subchapter O-1 [see FFB];
 - (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. Discipline management.
 - 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.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- a. Higher education admissions and financial aid opportunities.
 - b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. 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. Time lines 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.

Education Code 11.252(a)

9. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
10. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

11. A policy addressing sexual abuse and other maltreatment of children that must include:

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
- b. Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and
- c. Available counseling options for students affected by sexual abuse or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

CAMPUS-LEVEL
PLAN

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. The purpose of the campus-level plan is to improve 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. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
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.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
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)

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

STAFF DEVELOPMENT EDUCATOR	<p>The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.</p>
PRINCIPAL	<p>The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]</p> <p><i>Education Code 21.451(a), (a-1)</i></p>
TRAINING SPECIFICS— EDUCATORS	<p>Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.</p> <p>A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]</p> <p>Staff development may include:</p> <ol style="list-style-type: none">1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;2. Training in preventing, identifying, responding to, and reporting incidents of bullying; and3. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school. <p><i>Education Code 21.451(b)–(d), (g)</i></p>
STUDENTS WITH DISABILITIES	<p>Staff development must include training, based on scientifically based research, that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.</p> <p>A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.</p> <p>In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.</p> <p><i>Education Code 21.451(d)(2), (e)–(f)</i></p>

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

SUICIDE
PREVENTION

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by TEA rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013

MENTAL HEALTH,
SUBSTANCE ABUSE
PREVENTION, AND
SUICIDE PREVENTION

A district shall provide training in mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

Health and Safety Code 161.325

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

CHILD ABUSE AND
MALTREATMENT

A district's methods for increasing awareness of issues regarding sexual abuse and other maltreatment of children [see BQ, district improvement plan, and FFG] must address employee training.

The training must be provided as part of employee orientation to all new employees. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

Education Code 38.0041

STUDENT DISCIPLINE

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

SPECIAL PROGRAMS
TRAINING

TEXAS
ADOLESCENT
LITERACY
ACADEMIES

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
 - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
 - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

Education Code 21.4551(c), (e); 19 TAC 102.1101

GIFTED AND
TALENTED
EDUCATION

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

ELECTIVE BIBLE
COURSE

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner of education with respect to Bible elective courses. *Education Code 28.011(f)*

AUTOMATED
EXTERNAL
DEFIBRILLATORS

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

EXTRACURRICULAR
ACTIVITY SAFETY
TRAINING

The following persons must satisfactorily complete the extracurricular safety training program developed by the commissioner:

1. A coach or sponsor for an extracurricular athletic activity;

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training may be conducted by a district, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

Education Code 33.202(b), (f); 19 TAC 76.1003

RECORDS

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

STEROIDS

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

CONCUSSIONS

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of State Health Services Advisory Board of Athletic Trainers (TDSHS-ABAT) or a course approved for

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

continuing education credit by the licensing authority for athletic trainers.

3. A licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDSHS-ABAT, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

RESOURCES FOR
STAFF DEVELOPMENT

If a district receives resources from the commissioner's staff development account, it must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453*

Student Eligibility Criteria 2016-2017

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. A student is not considered an "at-risk" student if the student did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parent. (81st Legislature, House Bill 2703)



Office of Curriculum and Instruction

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Migrant Education Program ID&R PLAN for 2017-2018

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By October 1 of new school year (unless otherwise stated by TEA)
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u>	Staff: All recruiters and Designated	By October 1
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By October 1
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	On-going – continue recruitment efforts throughout year/make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3 rd birthday.

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	Ongoing throughout the year
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30

Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

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

School District: Beaumont ISD
Region: 05

Priority for Service (PFS) Action Plan

School Year: 2017 - 2018

Filled Out By: Brenda Thompson
Date: 8/01/2017

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

<p><u>Goal(s):</u> To give priority to migratory children who have made a qualifying move within the previous 1-year period <u>and</u> who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.</p>	<p><u>Objective(s):</u> To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Aug.-Sept. 2017	ESC MEP Staff	NGS Priority for Service Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2017	ESC MEP Staff	LEA PFS Action Plans

Additional Activities			
<ul style="list-style-type: none"> ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need. 	Monthly	ESC MEP Staff / LEA MEP Contact	NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Aug. – Sept. 2017	ESC MEP Staff	LEA PFS Requirement Acknowledgement Form/Email/PFS Criteria/NGS PFS Report
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Sept. 2017 – June 2018	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Sept. 2017 – June 2018	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
Additional Activities			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide information on the Priority for Service criteria to parents at one of three Regional PAC Meetings held during the academic year. 	Fall Regional PAC Meeting	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet

Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept. 2017 – June 2018	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Sept. 2017 – June 2018	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Aug 2017 – June 2018	ESC MEP Staff / LEA MEP Contact	Individual PFS Progress Review / ESC MEP Directory
Additional Activities			
<ul style="list-style-type: none"> Identified OSY will receive priority access to services, social workers and community social services/agencies as required per identified need. 	Sept. 2017 – June 2018	ESC MEP OSY Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review / Home Visit OSY Acknowledgement Form

LEA Signature

Date Completed

ESC Signature

Date Received

2017-2018 District Title IA Budget

Account Number	Owner	Year	Account Name	Budget
211.11.6117.00.862.24.000	862	2018	Extra Duty Pay - Teachers Campus	7,500.00
211.21.6399.00.830.24.000	830	2018	General Supplies	3,000.00
211.21.6399.00.830.24.566	830	2018	General Supplies	4,000.00
211.21.6399.00.830.24.568	830	2018	General Supplies	4,000.00
211.11.6399.00.830.24.000	830	2018	General Supplies	5,220.00
211.11.6399.00.830.30.SUP	830	2018	General Supplies	5,768.00
211.11.6399.00.830.24.330	830	2018	General Supplies	20,000.00
211.11.6399.00.830.32.273	830	2018	General Supplies	31,780.00
211.61.6399.00.830.24.290	830	2018	General Supplies	32,746.00
211.61.6399.00.860.24.000	860	2018	General Supplies	16,000.00
211.11.6399.00.862.24.000	862	2018	General Supplies	9,559.00
211.61.6399.00.865.24.290	865	2018	General Supplies	387.00
211.61.6399.00.865.24.000	865	2018	General Supplies	13,156.00
211.61.6399.00.866.24.290	866	2018	General Supplies	387.00
211.61.6399.00.866.24.000	866	2018	General Supplies	13,156.00
211.61.6399.00.867.24.290	867	2018	General Supplies	269.00
211.61.6399.00.867.24.000	867	2018	General Supplies	3,447.00
211.13.6142.00.830.25.352	830	2018	Group Health & Life Insurance	5,520.00
211.61.6142.00.830.30.290	830	2018	Group Health & Life Insurance	5,520.00
211.21.6142.00.830.30.000	830	2018	Group Health & Life Insurance	38,640.00
211.13.6138.00.830.25.352	830	2018	Incentive Pay	2,400.00
211.61.6138.00.830.30.290	830	2018	Incentive Pay	1,200.00
211.21.6138.00.830.30.000	830	2018	Incentive Pay	9,600.00
211.61.6126.00.862.24.829	862	2018	Part Time Support Personnel	0.00
211.61.6126.00.862.24.000	862	2018	Part Time Support Personnel	3,000.00
211.61.6126.00.865.24.000	865	2018	Part Time Support Personnel	22,240.00
211.61.6126.00.866.24.000	866	2018	Part Time Support Personnel	22,240.00
211.61.6126.00.867.24.000	867	2018	Part Time Support Personnel	22,240.00
211.13.6219.00.830.30.000	830	2018	Professional Services	2,000.00
211.61.6219.00.830.24.290	830	2018	Professional Services	38,500.00
211.61.6219.00.860.24.000	860	2018	Professional Services	2,000.00
211.61.6494.00.830.24.000	830	2018	Reclassified Transportation Expend	7,000.00
211.13.6119.00.830.25.352	830	2018	Salaries - Teachers & Oth Prof	112,054.00
211.61.6119.00.830.30.290	830	2018	Salaries - Teachers & Oth Professionals (Exempt)	60,417.00
211.21.6119.00.830.30.000	830	2018	Salaries - Teachers & Oth Professionals (Exempt)	562,094.00
211.61.6141.00.830.30.290	830	2018	Social Security/Medicare	895.00

2017-2018 District Title IA Budget

211.13.6141.00.830.25.352	830	2018	Social Security/Medicare	1,660.00
211.21.6141.00.830.30.000	830	2018	Social Security/Medicare	7,156.00
211.61.6141.00.862.24.829	862	2018	Social Security/Medicare	0.00
211.61.6141.00.862.24.000	862	2018	Social Security/Medicare	44.00
211.11.6141.00.862.24.000	862	2018	Social Security/Medicare	109.00
211.61.6141.00.865.24.000	865	2018	Social Security/Medicare	2,000.00
211.61.6141.00.866.24.000	866	2018	Social Security/Medicare	2,000.00
211.61.6141.00.867.24.000	867	2018	Social Security/Medicare	2,000.00
211.61.6395.00.830.24.290	830	2018	Supplies FA (Unit Cost \$500-\$4,999)	9,254.00
211.11.6395.00.830.30.SUP	830	2018	Supplies FA (Unit Cost \$500-\$4,999)	29,450.00
211.61.6146.00.830.30.290	830	2018	Tchr Retirement/TRS Care	6,056.00
211.13.6146.00.830.25.352	830	2018	Tchr Retirement/TRS Care	11,542.00
211.21.6146.00.830.30.000	830	2018	Tchr Retirement/TRS Care	56,441.00
211.13.6411.00.830.24.317	830	2018	Travel & Subsistence - Employees	6,000.00
211.21.6411.00.830.24.566	830	2018	Travel & Subsistence - Employees	6,000.00
211.21.6411.00.830.24.568	830	2018	Travel & Subsistence - Employees	6,000.00
211.61.6411.00.830.24.290	830	2018	Travel & Subsistence - Employees	6,525.00
211.21.6411.00.830.24.000	830	2018	Travel & Subsistence - Employees	7,000.00
211.13.6411.00.830.24.000	830	2018	Travel & Subsistence - Employees	12,000.00
211.61.6419.00.860.24.000	860	2018	Travel & Subsistence - Non Employee	6,000.00
211.21.6145.00.830.24.000	830	2018	Unemployment Compensation	21,121.00
211.61.6145.00.865.24.000	865	2018	Unemployment Compensation	105.00
211.61.6145.00.866.24.000	866	2018	Unemployment Compensation	105.00
211.61.6145.00.867.24.000	867	2018	Unemployment Compensation	105.00
211.61.6143.00.830.30.290	830	2018	Workers Compensation	221.00
211.13.6143.00.830.25.352	830	2018	Workers Compensation	409.00
211.21.6143.00.830.30.000	830	2018	Workers Compensation	2,052.00
211.61.6143.00.862.24.829	862	2018	Workers Compensation	0.00
211.61.6143.00.862.24.000	862	2018	Workers Compensation	11.00
211.11.6143.00.862.24.000	862	2018	Workers Compensation	132.00
211.61.6143.00.865.24.000	865	2018	Workers Compensation	407.00
211.61.6143.00.866.24.000	866	2018	Workers Compensation	407.00
211.61.6143.00.867.24.000	867	2018	Workers Compensation	407.00
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				1,290,654.00