Grand Prairie Independent School District

Global Leadership Academy at Barbara Bush Elementary

2024-2025 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bush Elementary has approximately 550 students in the PK3 - 5th grade classrooms. The percent of economically disadvantaged students is at 87%. Bush elementary has one way dual language program, two CARE SS units, and two Blended Classrooms. 3% of the population is currently enrolled in the gifted and talented program, 17% are in our special education program, and 63% of our students are considered at risk. Currently we have 73% of our population is Hispanic, 12% African American, 3% Asian, and 3% White. The mobility rate at Bush is at 18%.

Demographics Strengths

At Bush Elementary the population is increasing and the focus on hiring qualified professionals is key. Bush currently has nine teachers who have taught ten or more years, eight teachers who have taught from 5 - 10 years, and eleven teachers who have taught 5 years or less. Bush does not have any new teachers this school year. Teacher retention at Bush is high. Teachers are in the process of receiving professional development that focuses on district initiatives.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bush has a high mobility rate.
Root Cause: Families transition in and out of school campus due to the limited amount of affordable housing in the area.

Student Learning

Student Learning Summary

Bush received a "D" overall on state accountability in the three domains with Domain 1 = 64%, Domain 2 = 69% and Domain 3 65%.

Student Learning Strengths

- Students will use the district problem solving model.
- promote higher- order thinking
- producing independent writers
- producing independent grade-level readers
- producing critical thinkers
- consistent student data results across data sources
- daily implementation of guided reading and guided math
- disaggregating data to drive student instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading.
Root Cause: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.

Problem Statement 2 (Prioritized): Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies.
Root Cause: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

School Processes & Programs

School Processes & Programs Summary

Administration and ICoach coordinate trainings as need for staff members based on needs assessment of our student data. Teachers will attend district and campus trainings tailored to student achievement and district goals. Teachers will meet regularly in PLCs to address student performance. We will continue to improve our documentation on attendance. Teacher feedback will be gathered to support additional trainings to build our teacher capacity in our special education classrooms. Campus leadership will work collaboratively with all departments to ensure that all staff attends required training. Campus based staff development is linked directly to student data and student needs.

Technology will be implemented to increase the effectiveness of student learning, instructional management, and staff development. Current campus efforts are documented as successful and in compliance with the GPISD Technology plan.

Teachers will be trained on MAP and HMH to ensure a successful implementation of district initiatives. On going evaluation of student work to ensure student achievement on the SE level.

School Processes & Programs Strengths

Bush has hired an Instructional Coach and day tutor to help with plan and facilitate instruction and interventions. The instructional coach leads teachers in developing lesson plans, delivery of instruction, and effective assessment tools.The day tutor has been hired to serve as the interventionist for students 3rd - 5th grade. The day tutor focuses closely on teacher feedback and student data to drive interventions.

Teachers focus on Tier 1 instruction and strategies to address areas of academic concerns. The areas of concern are data driven and identified through district and state assessments, universal screeners, and results from other data sources.

ACE and after school tutoring target students who have achievement gaps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained.
Root Cause: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Perceptions

Perceptions Summary

Bush staff and administrators work closely with our Parent Liaison and Counselor. The work done collaboratively is in efforts to advocate for our families and students. The efforts facilitate meaningful parental involvement in the schools, enhance the learning ability of all students, and help parents identify and access valuable community and educational resources.

The students participate in a Panorama survey each year to measure perceptions of connection and belonging, as well as their strengths in self-efficacy , self-management, growth mindset and social awareness.

Panoramic Survey	Bush	District
Growth Mindset	57%	59%
Self-Efficacy	53%	50%
Self-Management	63%	66%
Social Awareness	62%	65%
Sense of Belonging	65%	67%
Teacher Student Relationships	70%	75%

Bush scored high on Teacher student relationships, self-efficacy, sense of belonging and self-management. We will continue to our efforts to exhibit gains in each category with parental support through our (CIC) Campus Improvement Committee. This also provides parents the opportunity to contribute to campus strategies and offer solutions to meet the needs of our community.

Perceptions Strengths

- A majority of families report feeling welcomed at their child's school
- Participation and attendance in our ACE program is above the State's standards
- Most families feel confident in the safety measures implemented at their child's school
- There is a strong awareness of parent workshops and ACE parent nights
- Positive teacher-student relationships reported by students in grades 3-5
- A strong sense of belonging students in grades 3-5
- A strong growth mindset reported by students in grades 3- 5.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At Bush, the student self-efficacy score on the panoramic survey scored a low 53%.
Root Cause: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Problem Statement 2 (Prioritized): Gains need to be made in the 5th grade Science achievement scores. Bush scored a 9% meets on STAAR.
Root Cause: Our teachers need more training in the Science content. allowing discourse in the classroom, and allowing students to engage in the productive struggle. Hands on experiments with an emphasis on academic vocabulary are needed regularly to expose students to real-life experiences.

Priority Problem Statements

Problem Statement 1: Bush has a high mobility rate.

Root Cause 1: Families transition in and out of school campus due to the limited amount of affordable housing in the area.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading.

Root Cause 2: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies.

Root Cause 3: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained.

Root Cause 4: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%.

Root Cause 5: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Gains need to be made in the 5th grade Science achievement scores. Bush scored a 9% meets on STAAR.

Root Cause 6: Our teachers need more training in the Science content. allowing discourse in the classroom, and allowing students to engage in the productive struggle. Hands on experiments with an emphasis on academic vocabulary are needed regularly to expose students to real-life experiences.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback. **Strategy's Expected Result/Impact:** By June 2025, Bush Elementary will see a decrease in in-school suspension ISS from 10 to 5 and Disciplinary Alternative Education Program (DAEP from 1 to 0 placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices. **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	25%	45%	75%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Perceptions

Problem Statement 1: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%. **Root Cause**: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Campus will: complete 100% of the required emergency drills as set by state mandates; complete 100% of weekly door checks with an average of 0% human error; maintain secured exterior doors and locked classroom doors, resulting in zero TEA IDA findings or notations (Phase 1 and Phase 3); All safe and supportive school team members (behavioral threat assessment) have completed mandated BTAM training. **Strategy's Expected Result/Impact:** By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures. **Problem Statements:** School Processes & Programs 1	20%	35%	55%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement. **Strategy's Expected Result/Impact:** By June 2025, Bush Elementary will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 29% to 33%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	15%	25%	65%	

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

School Processes & Programs

Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills. **Strategy's Expected Result/Impact:** Bush will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 34% to 37% by June of 2025. (HB3 Goal) **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	20%	35%	70%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

School Processes & Programs

Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Perceptions

Problem Statement 1: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%. **Root Cause**: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM. **Strategy's Expected Result/Impact:** By June 2025, Bush will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 32% to 35%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	20%	40%	65%	

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

School Processes & Programs

Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Perceptions

Problem Statement 1: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%. **Root Cause**: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.	20%	35%	65%	
Strategy's Expected Result/Impact: Bush will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 24% to 27% by June of 2025. (HB3 Goal)				
Title I: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 - Perceptions 2				

No Progress



Accomplished


Continue/Modify


Discontinue

Measurable Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.

Perceptions

Problem Statement 2: Gains need to be made in the 5th grade Science achievement scores. Bush scored a 9% meets on STAAR. **Root Cause**: Our teachers need more training in the Science content. allowing discourse in the classroom, and allowing students to engage in the productive struggle. Hands on experiments with an emphasis on academic vocabulary are needed regularly to expose students to real-life experiences.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed. **Strategy's Expected Result/Impact:** By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 35% to 38%; Math: 32% to 35%). **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	20%	35%	70%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

School Processes & Programs

Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Perceptions

Problem Statement 1: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%. **Root Cause**: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 33% to 37%). **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure teachers are trained and utilize research-based effective instruction to meet student needs. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 63% to 67%). **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	15%	25%	65%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
School Processes & Programs
Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 35% to 38%; Math from 32% to 35%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Bush students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%). **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	20%	40%	65%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 8 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

School Processes & Programs

Problem Statement 1: Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained. **Root Cause**: Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 23% to 30%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning. **Strategy's Expected Result/Impact:** By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%). **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1	15%	25%	55%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 9 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

Perceptions

Problem Statement 1: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%. **Root Cause**: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Plan and deliver lessons using methods that connect language learning with content instruction, as outlined in the English Language Proficiency Standards (ELPS). Language focus methods encompass comprehensible input, differentiated instruction, and structured support. **Strategy's Expected Result/Impact:** By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 61% to 68%) increase of academic progress in the areas of reading and mathematics. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	15%	30%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Include and plan for ELPS in lesson plans **Strategy's Expected Result/Impact:** By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%). **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	15%	30%	65%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure teachers complete professional development including, but not limited to, the hours outlined in the district's PD requirements **Strategy's Expected Result/Impact:** Bush will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1	20%	30%	60%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 12 Problem Statements:

Student Learning
Problem Statement 1: Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading. **Root Cause**: Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: GPISD Elementary School will ensure students can explain, justify, and model scientific concepts by providing phenomena-driven, hands-on, student-centered activities that incorporate authentic opportunities for reading, writing, and discourse. **Strategy's Expected Result/Impact:** By June 2025, Bush will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 5% to 8% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices. **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1	15%	30%	60%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 13 Problem Statements:

Student Learning
Problem Statement 2: Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies. **Root Cause**: Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.
Perceptions
Problem Statement 1: At Bush, the student self-efficacy score on the panoramic survey scored a low 53%. **Root Cause**: The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on enhancing source reading and analysis through visual and reading strategies, along with regular exposure to primary and secondary sources. It incorporates research-based instructional practices and inquiry methods, such as "Read, Write, Think like" frameworks, DBQs, and collaborative group work. Writing is elevated by integrating Short Constructed Response items and providing feedback. Social Studies will be taught with fidelity daily, and must be social studies standards-based. **Strategy's Expected Result/Impact:** By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%	45%	60%	

No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

State Compensatory

Title I

Title I Personnel

Name	Position	Program	FTE

Plan Notes

Site Based Decision Making Committee

Committee Role	Name	Position
Community	Erica Macias	Family Engagement
Teacher	Destynee Jones	Ace Coordinator
Teacher	Ruth Herrera	Teacher
Community	Kimberli Hutchins	Parent
Community	Shuntell Blacknall	Parent
Community	Veronica Torres	Parent
Teacher	Kristi Caston	Instructional Coach
Administration	L:auren Wirth	Assistant Principal
Administration	Francis Anderson	Principal

Campus Funding Summary

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024

Policy Documents & Addendums

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

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

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

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.

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. The District may notify law enforcement in certain circumstances.

Discipline

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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

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 whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

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 website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions

"Bullying":

Bullying

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

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

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

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

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

Education Code 37.0832

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

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

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

Joint/Contracted DAEP

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

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

Community Organizations

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

Shared Service Arrangements

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

Funding

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

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

Location

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

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

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

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

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

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

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

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

Safety

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

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

19 TAC 103.1201(h)

Staffing

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

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

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

19 TAC 103.1201(i)

Entrance Procedures

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

Academics

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

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

Opportunity to Complete Course

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

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

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

School Day

The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

Accountability

The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

Academic Assessments

A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
    a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
    b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

Education Code 37.0082

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

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

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

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

19 TAC 103.1203

Special Populations

Special Education

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

Drug and Alcohol Treatment

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

Transition to Regular Classroom

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

Definitions

"Alternative education program" includes:

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

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

Education Code 37.023(a)

After Determination of the Release Date

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

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

Education Code 37.023(b)

Coordination After Release

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

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

Education Code 37.023(c)

Personalized Transition Plan

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

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

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

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

Applicability

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

Education Code 37.023(e)-(f)

Planning and Decision-Making Process

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

The planning and decision-making requirements do not:

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

Education Code 11.251(g)

Evaluation

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

Administrative Procedure

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

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

Education Code 11.251(d)

Federal Requirements

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

Required Plans

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

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

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

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

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

19 TAC 103.1201(b) [See FOCA]

District Improvement Plan

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

Availability to TEA

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

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

Required Provisions

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.

3. Strategies for improvement of student performance that include:

    a. Instructional methods for addressing the needs of student groups not achieving their full potential.

    b. Evidence-based practices that address the needs of students for special programs, including:

        (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];

        (2) Conflict resolution programs;

        (3) Violence prevention programs; and

        (4) Dyslexia treatment programs.

    c. Dropout reduction.

    d. Integration of technology in instructional and administrative programs.

    e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.

    f. Staff development for professional staff of a district.

g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

h. Accelerated education.

i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]

4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.

b. The need for students to make informed curriculum choices to be prepared for success beyond high school.

c. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Timelines for ongoing monitoring of the implementation of each improvement strategy.

8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]

10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law Enforcement Duties

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

Discipline Management

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

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. *Education Code 37.0831* [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. *Education Code 37.0832(d)(2)* [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. *Education Code 38.351(k)(2)* [See FFEB]

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 for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *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 timelines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Include goals and methods for violence prevention and intervention on campus.
9. Provide for a program to encourage parental involvement at the 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)

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

District Improvement Planning Process

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

Parent and Family Engagement Plan

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

Administrative Procedures and Reports

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

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

Evaluation

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

Dyslexia and Related Disorders

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

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

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

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

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

Training

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

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

Reporting Child Abuse and Neglect

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

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

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

Confidentiality

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

[1] Texas Abuse Hotline Website: http://www.txabusehotline.org

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.