

Carroll Independent School District
Walnut Grove Elementary School
2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Mission Statement

Building on a Dragon Tradition of Excellence, the Carroll Independent School District will foster a safe, caring, and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

Vision

Excellence

Relationships

Character and Integrity

Innovation

Open and Honest Communication

Compassionate Service

Value Statement

Goal 1: We will provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Goal 2: We will cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus plans
- Campus planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Office referral data

Employee Data

- Highly qualified staff data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Demographics

Demographics Summary

Walnut Grove Elementary School is a K-4 grade campus housed in a building that is nearly seven years old. It is one of five elementary school campuses in CISD and serves the northern half of the community. There are approximately 690 students enrolled and about 85 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

2017-18 Texas Academic Performance Report for Walnut Grove

White 63.1%

Asian 21.4%

Hispanic/Latino 8.7%

Two or More Races 4.1%

Black/African American 2.7%

American Indian/Alaska Native 0.1%

Native Hawaiian/Other Pacific Islander 0.0%

Economically Disadvantaged 1.6%

English Language Learners (ELL) 3.7%

At-Risk 15.5%

Mobility 4.8%

Demographics Strengths

Walnut Grove Elementary has many strengths. Some of the most notable demographics strengths include:

1. The latest TAPR report shows 9.7%% of students are identified as needing Special Education services.

2. The latest TAPR report shows 15.7% of students qualified for Gifted and Talented Education.
3. The latest TAPR report shows the campus attendance rate to be 97.2%.
4. Families move to Southlake because of the excellent reputation and success of our schools.
5. Our families value education. If a student is struggling, parents go above and beyond to do whatever is necessary to help.
6. The campus has extremely high expectations for students. This is expected and valued by parents and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Hispanic and African American students meeting standard on reading and writing STAAR is 76% and 75% respectively, which is below other sub-populations. **Root Cause:** Teachers need to explore different ways to differentiate instruction and add rigor to meet the needs of diverse learners.

Student Academic Achievement

Student Academic Achievement Summary

Walnut Grove Elementary School enjoys a long history of outstanding student academic achievement. This can be seen in the 2017-2018 Accountability Rating of **Met Standard**. In all four Performance Index areas (Index 1 - Student Achievement, Index 2 - Student Progress, Index 3 - Closing Performance Gaps, and Index 4 - Postsecondary Readiness) the campus scored significantly above the state target scores. The campus also received the following Distinction Designation honor in Postsecondary Readiness.

Below is a summary of the 2019 STAAR Campus and District Results:

- 3rd Grade Math-WGES 99% Approaches; 90% Meets and 66% Masters
- 3rd Grade Math-District 99% Approaches; 89% Meets and 65% Masters

- 3rd Grade Reading-WGES 98% Approaches; 85% Meets and 66% Masters
- 3rd Grade Reading-District 99% Approaches; 87% Meets and 70% Masters

- 4th Grade Math-WGES 97% Approaches; 83% Meets and 67% Masters
- 4th Grade Math-District 98% Approaches; 89% Meets and 75% Masters

- 4th Grade Reading-WGES 99% Approaches; 89% Meets and 62% Masters
- 4th Grade Reading-District 98% Approaches; 88% Meets and 66% Masters

- 4th Grade Writing-WGES 95% Approaches; 73% Meets and 32% Masters
- 4th Grade Writing District 96% Approaches; 77% Meets and 42% Masters

Student Academic Achievement Strengths

The following strengths are listed in priority order:

Walnut Grove Elementary School has a population of hard-working, high achieving students. The campus is proud of many different student achievement

strengths, including:

Percentage of Students Who Score Mastery Level on Each STAAR Assessment

- 3rd Math-66% (+1)
- 3rd Reading-66% (+5)
- 4th Reading-62% (=)

Percentage of Students Who Score Accelerated on the Growth Measure from 3rd to 4th on Each STAAR Assessment

- 3rd to 4th Math-36% Exceeded Expected Growth
- 3rd to 4th Reading-26% Exceeded Expected Growth

Students are very active and involved in school sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teachers seek to challenge students to demonstrate Mastery of grade-level TEKS standards. **Root Cause:** Teachers need to explore different ways to differentiate instruction and add rigor to improve the Masters STAAR Progress scores in math and writing.

School Processes & Programs

School Processes & Programs Summary

Walnut Grove Elementary School is focusing on developing Professional Learning Communities where teachers to analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension. To ensure this PLC time remains a focus, WGES has created a schedule for teachers to meet as teams during the school day. Our interventionist and special programs faculty (i.e. special education, behavior team (BEST), ESL, and Language Science) have scheduled meetings with teams to discuss student academic and behavioral needs.

Walnut Grove Elementary School teachers use the district's curriculum/scope and sequence and district selected programs that have been vertically and horizontally aligned to the Texas Essential Knowledge and Skills (TEKS). Walkthroughs, observations, teacher discussions via team time and PLCs, are used to ensure that the expected depth and complexity of instruction are being achieved. Formative and summative assessments are ongoing as students are encouraged and supported as they take on more responsibility with their learning. Differentiation is used to meet the needs of individual students as identified after studying the data from formal and informal assessments. A district system for intervention and documentation is in place and utilized regularly by teachers. WIN "What I Need" time is incorporated into the daily schedule to meet with students in small groups and provide additional remediation and extension when needed. Tutoring opportunities are also offered before and after school for students needing more instruction for content mastery.

Students receive instruction in core curricular areas including English Language Arts, Mathematics, Social Studies, and Science. In addition, students receive Physical Education, Art, Music, Science Lab, and Technology Lab at least one time a week. Students also visit the library to experience read alouds, check out books, listen to visiting authors, and engage in research.

For students needing additional assistance, we provide a CARE reading intervention program, for students with Dyslexia, Language Science, and ESL classes for English Language Learners. We also serve our special needs students through Co-teach, inclusion and in class support, occupational therapy, physical therapy, social groups and speech.

WGES works diligently to recruit, hire and retain highly qualified and student-focused staff. New teachers are provided with a campus mentor who is trained through the district mentoring program to assist and observe the new teacher. In addition, all teachers are evaluated yearly using the district TEAM instrument which requires goal setting, observations, walk-throughs, and pre and post conferences with administrators in order to improve overall practice.

Paired with ongoing data analysis and needs assessments, WGES, as well as the district, provides professional development sessions for staff throughout the year and into the summer. WGES works to maintain a climate that focuses on growth for all students and staff.

School Processes & Programs Strengths

Structured Professional Development

- Monthly Faculty Meetings
- Monthly Team Leader Professional Development
- District Day of Learning
- Active Engagement Structures, which incorporate social skills and peer-to-peer interaction (Kagan)
- Teacher collaborative time built into the schedule
- District aligned curriculum
- Administrative MTSS meetings every six weeks with support staff and teachers
- Safety drills conducted throughout the year
- WIN time built into the schedule
- New teacher mentor program
- Encore Classes (Music, Art, PE, Low Impact, Science Lab)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: WGES teachers are needing more time to discuss student mastery levels and plan lessons to meet individual student needs. **Root Cause:** There is not enough time within the daily schedule to allow teachers time for planning and discussion.

Problem Statement 2: The district wrote new scope and sequences for ELA and adopted new resources; but the teachers feel more time is needed to delve into the details of both the curriculum and resources. **Root Cause:** The new resources and curriculum were not available until after the start of school; therefore, teachers were unable to review it prior to school beginning.

Perceptions

Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students, teachers, and parents feel supported and accepted.

Walnut Grove Elementary School has very few problems with discipline. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be growing kindness and respect for differences by modeling the Dragon Creed in all we do, continuing our Braggin' On This Dragon for students that exemplify kindness, compassion, integrity and self-discipline, as well as, the implementation of the Power of One to help build student's social and emotional needs.

As part of a focus on health and wellness and in an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. As a result of such recommendations, WGES increased student's exercise time by implementing an additional recess time during the day for all grade levels.

Students are provided opportunities to grow their leadership skills and compassion by serving others. Each grade level focuses on a service learning project; Kindergarten- taking care of the earth (campus Green Team that collects campus recycling), 1st grade- animal shelters (collect items to support animal shelters), 3rd grade- sick children (Joy project collecting stuffed animals for children hospitals), 4th grade- Dragon Buddies (mentoring younger students).

Teacher Committees:

- Site Based Team
- Team Leader Group
- Curriculum Writing Groups
- Sunshine Committee
- Fun Squad

Walnut Grove enjoys an involved family and community environment. Parents are always willing to step in and assist with assemblies, fund raisers, decorating the halls, and providing wonderful teacher appreciation luncheons. The community comes together to support WGES service projects both financially and with their time in order that their children learn the importance of giving back to those in need. In addition, the PTO raises a substantial amount of funds in order to purchase teacher wish list items for the classroom, educational resources for students, and professional development opportunities for the staff.

Perceptions Strengths

- Walnut Grove Elementary School celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- WGES celebrates student acts of kindness, compassion, integrity, and self-discipline with weekly grade level students. Each nine weeks 1 student per class receives a yard sign for Braggin' On This Dragon.
- Students readily follow school rules and expectations. No student has been assigned to DAEP.
- Students are accepting of students new to WGES and CISD.
- Teachers encourage the use of the Buddy Bench at recess.
- Teachers feel empowered and valued. They report that WGES is a great place to work.
- Administrators work closely with faculty and staff in decision-making.
- Teachers feel that they have a voice in the decisions that are made.
- Host a Community Pot Luck Dinner, which highlights traditions from around the world.
- Counselor gives periodic lessons over a variety of topics on building character development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students struggle with understanding and appreciating differences in others. **Root Cause:** Southlake schools remained fairly homogeneous for many years without concentrating efforts on understanding and appreciating different cultures. The town population has grown more diverse in the last five years and further cultural understanding is needed.

Priority Problem Statements

Problem Statement 1: The percentage of Hispanic and African American students meeting standard on reading and writing STAAR is 76% and 75% respectively, which is below other sub-populations.

Root Cause 1: Teachers need to explore different ways to differentiate instruction and add rigor to meet the needs of diverse learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers seek to challenge students to demonstrate Mastery of grade-level TEKS standards.

Root Cause 2: Teachers need to explore different ways to differentiate instruction and add rigor to improve the Masters STAAR Progress scores in math and writing.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: WGES teachers are needing more time to discuss student mastery levels and plan lessons to meet individual student needs.

Root Cause 3: There is not enough time within the daily schedule to allow teachers time for planning and discussion.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The district wrote new scope and sequences for ELA and adopted new resources; but the teachers feel more time is needed to delve into the details of both the curriculum and resources.

Root Cause 4: The new resources and curriculum were not available until after the start of school; therefore, teachers were unable to review it prior to school beginning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students struggle with understanding and appreciating differences in others.

Root Cause 5: Southlake schools remained fairly homogeneous for many years without concentrating efforts on understanding and appreciating different cultures. The town population has grown more diverse in the last five years and further cultural understanding is needed.

Problem Statement 5 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals


Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: Monitor the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing MTSS interventions with fidelity, Index 2 will reflect an increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will continue to exceed the state performance and show growth over district performance in 2019-2020 school year.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLCs will facilitate discussion of student progress in each classroom and specific TEKS/SE's that need to be targeted.	Leader: Campus Administration Others involved: Team Leaders, Intervention Team	BOY, MOY, and EOY Literacy Assessment Data DRA2 Campus Benchmarks District CBAs Report Cards Progress Reports Progress Monitoring I Station Read Naturally Live Words Their Way Reflex Math IXL Math				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: Local - 3000.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
2) Teachers will analyze data from CBAs and summative assessments to determine areas of strength and weakness.	Campus administrators and grade level teachers	Increase the number of students showing accelerated growth in math and writing.				
Problem Statements: Demographics 1 - School Processes & Programs 1						
3) Staff will be trained on new ELA resources through professional development offered through the district. In addition, teachers will be provided pull out days and PLC time to review and plan using the new curriculum.	Campus Administrators, PLC leader	Teachers will implement the district curriculum and become more knowledgeable in Readers/Writer's Workshop and phonics.				
Problem Statements: School Processes & Programs 1, 2						
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of Hispanic and African American students meeting standard on reading and writing STAAR is 76% and 75% respectively, which is below other sub-populations. Root Cause 1: Teachers need to explore different ways to differentiate instruction and add rigor to meet the needs of diverse learners.
Student Academic Achievement
Problem Statement 1: Teachers seek to challenge students to demonstrate Mastery of grade-level TEKS standards. Root Cause 1: Teachers need to explore different ways to differentiate instruction and add rigor to improve the Masters STAAR Progress scores in math and writing.
School Processes & Programs
Problem Statement 1: WGES teachers are needing more time to discuss student mastery levels and plan lessons to meet individual student needs. Root Cause 1: There is not enough time within the daily schedule to allow teachers time for planning and discussion.
Problem Statement 2: The district wrote new scope and sequences for ELA and adopted new resources; but the teachers feel more time is needed to delve into the details of both the curriculum and resources. Root Cause 2: The new resources and curriculum were not available until after the start of school; therefore, teachers were unable to review it prior to school beginning.

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 1: WGES students will participate in lessons or activities that promote cultural awareness and appreciation of differences.

Evaluation Data Source(s) 1: Campus Diversity Council project
Integration of readers/mentor text that promote cultural awareness
WGES morning broadcast regarding various cultures

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will learn about different cultures through the Campus Diversity Council's project, as well as, through books and WGES morning broadcast.	Leaders: Counselor, Campus Administrators Other: All Staff	Students will become more aware and open to other people's differences and cultural norms.				
Problem Statements: Perceptions 1						
Funding Sources: Local - 0.00						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Students struggle with understanding and appreciating differences in others. Root Cause 1: Southlake schools remained fairly homogeneous for many years without concentrating efforts on understanding and appreciating different cultures. The town population has grown more diverse in the last five years and further cultural understanding is needed.

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 1: Utilize resources outside of district funds to provide additional programs, professional development, and instructional supplies.

Evaluation Data Source(s) 1: Amount of Funding Provided Outside District Funds.
List of items purchased through PTO Wishlist process

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will have pull out days to review and discuss the new ELA curriculum and resources. In addition teachers will review student achievement in Math, Reading, and Writing through data analysis. Funds will be provided by PTO.	Campus Administrators and grade level teachers.	Teachers will feel more comfortable with the new curriculum and resources and be able to write engaging lessons to meet the needs of all students.				
Problem Statements: School Processes & Programs 1, 2 Funding Sources: Local - 0.00						
2) A Math Lab will be established to support learners in need of intervention. Funds will be provided by PTO.	Campus Administrators, Classroom Teachers, Math Lab Assistant	Grade level mastery of Math TEKS will increase.				
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teachers seek to challenge students to demonstrate Mastery of grade-level TEKS standards. Root Cause 1: Teachers need to explore different ways to differentiate instruction and add rigor to improve the Masters STAAR Progress scores in math and writing.

School Processes & Programs

Problem Statement 1: WGES teachers are needing more time to discuss student mastery levels and plan lessons to meet individual student needs. **Root Cause 1:** There is not enough time within the daily schedule to allow teachers time for planning and discussion.

Problem Statement 2: The district wrote new scope and sequences for ELA and adopted new resources; but the teachers feel more time is needed to delve into the details of both the curriculum and resources. **Root Cause 2:** The new resources and curriculum were not available until after the start of school; therefore, teachers were unable to review it prior to school beginning.

State Compensatory

Budget for Walnut Grove Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6117 01 103 0 24 045	6118 Extra Duty Stipend - Locally Defined	\$8,150.00
6100 Subtotal:		\$8,150.00
6300 Supplies and Services		
199 E 11 6399 01 103 0 23 045	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$1,000.00

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Mike Landers	Principal
Administrator	Allison Fike	Assistant Principal
Administrator	Haily May Christensen	Assistant Principal
Non-classroom Professional	Dana Gamache	Counselor
Non-classroom Professional	Diane Boes	Special Services Professional
Classroom Teacher	Christie Taylor	Kindergarten Teacher
Classroom Teacher	Sherry Sickler	First Grade Teacher
Classroom Teacher	Rebecca Alexander	Second Grade Teacher
Classroom Teacher	Tina Green	Third Grade Teacher
Classroom Teacher	LeaAnn Parsley	Fourth Grade Teacher
Classroom Teacher	Suzanne Moore	G/T Teacher
Business Representative	Rebecca Langston	Attorney

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		639901103011015	\$3,000.00
2	1	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$3,000.00
Grand Total					\$3,000.00

Addendums

Appendix A

COMPLIANCE ADDENDUM 2019-2020

Coordinated Health - SHAC Council

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

Strategies	Resources	Staff Responsible	Evaluation
<p>K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on:</p> <ol style="list-style-type: none"> 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council. 	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that Demonstrates Success is performance on state fitness tests.

Discipline Management - Safe Environments

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

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

Strategies	Resources	Staff Responsible	Evaluation
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Appendix A

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

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

School Year

Appendix A

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

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

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

Section 28.002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

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

This section also:

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

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

Appendix A

Dating Violence Awareness

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

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

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81⁵¹ Legislature)

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

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Special Programs

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

Strategies	Resources	Staff Responsible	Evaluation
<ul style="list-style-type: none"> • Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education 	SIT Procedures	Exec Dir of SpEd CIS Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.
<ul style="list-style-type: none"> • Implement Multi-Tiered System of Supports (MTSS) to facilitate : <ul style="list-style-type: none"> o Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity; o Discipline and behavior management; o Provision of Early Intervening Services; o Increase in referrals to SAT that meet the criteria for Special Education o Frequent monitoring of progress to make results-based 			

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Post-Secondary Preparedness: Admissions & Financial Aid Information

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

Strategies	Resources	Staff Responsible	Evaluation
<p>The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about:</p> <ol style="list-style-type: none"> 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)] 6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. <ul style="list-style-type: none"> • Career Cluster/Programs of Study Templates • Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses • CTE program articulated sequence of courses • Carl Perkins Grant Funding • Graduate Profile • Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College & Career resource site: www.texascollegeandcareer.org</p>	<p>CISD Administration Counselors Teachers</p>	<p>Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school</p>

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State Compensatory Education: All Campuses (FASRG 9.2.3)

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

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

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process.</p> <p>District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout 	<p>Comp Ed.</p>	<p>Counselors; CIS</p>	<p>Students identified and served as At-Risk</p>

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prevention program [TEC 11.255)			
<ul style="list-style-type: none"> • Monitor truancy of 17 year olds to file before 18 • PGP Plans in place for all At-Risk grades 7-12. • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs. 		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates 	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates
PREGNANCY RELATED SERVICES			
Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

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

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Parent Information for Middle & High School

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

Strategies	Resources	Staff Responsible	Evaluation
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Migrant Students

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

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

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
Records and documentation including: <ol style="list-style-type: none"> A. Verification of each pregnancy B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students. 		SpEd Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS

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