

# Carroll Independent School District

## District Improvement Plan

**2018-2019**

**Accountability Rating: A**

**Distinction Designations:**  
Postsecondary Readiness



**Board Approval Date:** September 10, 2018

# 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: We will provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.



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# Comprehensive Needs Assessment

Revised/Approved: August 29, 2018

## Demographics

### Demographics Summary

Carroll ISD is a K-12 public school system located in the heart of the Dallas-Fort Worth area. The 21-square-mile district consists of 11 schools serving more than 8000 students and 1100 employees. The district has earned the top rating of "A" by the Texas Education Agency and is one of only 5 schools in the state to have earned the Post Secondary Distinction Designation for the 5th consecutive year. In addition, all campuses have earned the "Met Standard" rating and earned distinction designations in different areas.

The state of Texas does not rank public schools, but they do rate them based on performance on standardized tests, attendance, and dropout rates. CISD has a zero percent dropout rate, a 96 percent attendance rate and consistently scores above the state and national averages on assessments.

Approximately 98 percent of Carroll's seniors go on to attend a college or university after graduation. More than 90 percent of Carroll students take a college entrance exam, with composite scores on the SAT and ACT that exceed state and national averages. Carroll offers a full array of Advanced Placement and Honors courses, a challenging curriculum for gifted and talented students and special programs for students with special needs.

### 2017-18 District Enrollment Profile Data

Campus	Students	Student Ethnicity	Percent
Carroll Senior High	1,352	White	66.7%
Carroll High School	1,388	Asian	16.5%
Carroll Middle School	725	Hispanic/Latino	9.7%
Dawson Middle School	733	Two or More Races	4.7%
Durham Intermediate	683	Black/African American	2.0%
Eubanks Intermediate	596	American Indian/Alaska Native	0.2%
Carroll Elementary	565	Native Hawaiian/Other Pacific Islander	0.1%
Johnson Elementary	657		

Old Union Elementary	472
Rockenbaugh Elementary	542
Walnut Grove Elementary	701

### Demographics Strengths

- Campuses: 11
- Grades: Preschool through 12
- Student Enrollment: 8346 (as of 8/29/18)
- Employees: 1100
- Average SAT Score: 1141 English Language Arts and Writing + 606 Math (2016-2017 TAPR)
- Average ACT Score: 26.8
- Graduation Rate: 100%
- Attendance Rate: 96.2%
- College-Bound Seniors: 99%
- Dropout Rate: 0%
- School Mascot: Dragons
- School Colors: Green & White

The district is growing.

The district's population is diverse.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The ELL population is growing quicker than the district can train and/or hire teachers with ESL certification who have an understanding of instructional strategies to address the needs of the ESL learner. **Root Cause:** The ELL population is rapidly growing.

# Student Achievement

## Student Achievement Summary

Carroll ISD earned an "A" on the state accountability performance ratings.

Domain	Score
Student Achievement	96
School Progress	92
Closing the Gaps	95
<b>Overall Rating</b>	<b>96</b>

Districts are also eligible to receive a distinction designation for postsecondary readiness. The distinction takes into account factors such as graduation rates, ACT/SAT participation and performance, Career and Technical Education (CTE) graduates and dual credit course completion rates. Postsecondary readiness is the only distinction at the district level. **Carroll ISD earned the Distinction Designation for Postsecondary Readiness.**

Carroll ISD performs well above the state average in all three performance levels on state assessments.

STAAR 3-8		State Avg.	CARROLL ISD AVG.	State Avg.	CARROLL ISD AVG.	State Avg.	CARROLL ISD AVG.
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
Reading	Grade 3	76	99	42	84	24	66
	Grade 4	72	97	45	86	24	64
	Grade 5	78	95	51	86	25	64
	Grade 6	66	94	36	79	18	54
	Grade 7	72	96	45	84	27	61
	Grade 8	76	96	46	83	25	63

Math	Grade 3	77	98	46	87	23	66
	Grade 4	78	98	47	91	26	74
	Grade 5	84	98	57	88	30	63
	Grade 6	76	98	43	86	17	57
	Grade 7	71	98	38	89	17	64
	Grade 8	78	98	49	95	15	67
Writing	Grade 4	61	95	38	82	10	42
	Grade 7	67	95	41	83	14	52
Science	Grade 5	75	95	40	71	16	39
	Grade 8	74	97	50	91	27	72
Social Studies	Grade 8	64	97	34	80	20	64
STAAR EOC		State Avg.	CARROLL ISD AVG.	State Avg.	CARROLL ISD AVG.	State Avg.	CARROLL ISD AVG.
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
English 1		60	97	44	88	7	32
Alg. 1		86	99	53	91	33	74
Biology		87	99	60	91	24	55
English 2		66	95	50	89	8	29
US Hist.		92	99	72	96	42	82

**Approaches Grade Level Performance:** Students have some knowledge of course content, but may be missing critical elements. Students need additional support and intervention strategies.



**Meets Grade Level Performance:** Students are sufficiently prepared for the next grade level or course and have a reasonable likelihood of success in the next grade level or course, but may need short-term, targeted academic intervention.

**Masters Grade Level Performance:** Students show mastery of the course knowledge and skills and students are on track for college and/or career.

## **Student Achievement Strengths**

### **Mathematics Achievement**

Student achievement in Mathematics across the district indicates math achievement is above the State average in all grades 3-8 and Algebra I. Masters for grades 3-8 and Algebra I and continues to be above state levels.

### **Reading/Language Arts Achievement**

Student achievement in Reading across the district indicates reading achievement is above the State average in all grades 3-8, English I, and English II. Masters for grades 3-8, English I, and English II continues to be above state levels.

### **Writing Achievement**

Student achievement in Writing in grades 4, 7, and EOC English I and II are above the State average in all performance categories. Masters for grades 3-8, English I, and English II continues to be above state levels.

### **Science Achievement**

Student achievement in Science grades 5, 8, and Biology EOC are well above the State average in all performance categories. Masters for grades 5, 8, and Biology continues to be above state levels.

### **Social Studies Achievement**

Student achievement in Social Studies across the district indicates achievement is above the State average in all tested grades and at all performance levels. Masters for grades 8 and US History EOC continues to be above state levels.

## **Student Achievement Domain**

Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. It also considers graduation rates and how prepared students are for life after high school. Districts earn an A (90-100) for exemplary achievement when at least 60% of students meet grade level on STAAR and at least 60% of graduates are college ready, obtain a specialized career credential or enlist in the military. Carroll ISD earned 96 out of 100 points in this domain.

## **School Progress Domain**

School Progress measures how much better students performed on the STAAR test this year versus last year. It also looks at how much better students are doing academically at the district compared to similar districts. Districts earn an A (90-100) for exemplary progress when at least 76% of students have made a year's worth of academic gains OR the school's achievement is far above average compared to similar districts. Carroll ISD earned 92 out of 100 points in this domain.

## **Closing the Gaps Domain**

Closing the Gaps measures the percentage of different groups of students that are performing above state goals in four areas. Districts earn an A (90-100) for exemplary work at closing performance gaps when 89% or more of student groups have met state goals. Carroll ISD earned 95 out of 100 points in this domain.

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## **Student Achievement Strengths**

A thorough analysis of Carroll ISD's student achievement reveals the following areas of strength:

- All schools in Carroll ISD received a rating of Met Standard in the state accountability system and achieved a numerical overall score of 94% or better.
- Carroll ISD continues to exceed the state standard in all subject areas and on all tests.
- Carroll ISD earned the Postsecondary Distinction and is one of only 5 districts in the state to have received this distinction for the fifth consecutive year.
- Carroll ISD far exceeds the state average in all subject areas and on all tests.
- Carroll ISD has one of the highest graduation rate percentages in the state.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** While the student test scores are above the state average, our data shows some possible learning gaps in some student sub-populations. **Root Cause:** Because of the growth in some sub-populations, the district needs to better analyze the data of these groups to determine how to better address their learning needs.

**Problem Statement 2:** The STAAR Science scores at both intermediate grade levels showed a decline in performance. **Root Cause:** Looking at the new benchmark test that was administered to students, it appears the cognitive level of questions being asked in class is not aligning with the cognitive level of the questions on the test. The district will begin providing professional development opportunities in order to help our staff better meet the needs of our students.

# District Culture and Climate

## District Culture and Climate Summary

Carroll Independent School District is a positive, nurturing, and innovative learning environment that thrives on commitment and collaboration among students, teachers, parents and the community. Students experience success while contributing to the world around them.

Carroll ISD has very few discipline problems when compared with other schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Bullying will not be tolerated and the District is committed to addressing any social and emotional well-being issue through our Counseling Department and monthly focus topics such as: Cyberbullying and Bullying Prevention and Awareness; Suicide Prevention; Drug; Tobacco; Vapor; Alcohol Awareness; Stress and Your Health; Cultural Awareness, and Self-Injury Awareness.

United in purpose, a group of dedicated staff, parents and community members created the district Strategic Plan. This plan is a tool to measure where the district has been-and where CISD wants to go.

## District Culture and Climate Strengths

1. Carroll ISD celebrates a positive, nurturing, and innovative learning environment.
2. Students report that they feel safe at school.
3. Students are accepting of students that are new to CISD.
4. Teachers feel empowered and valued. They report that CISD is a great place to work.
5. Administrators work closely with faculty and staff in decision-making.
6. Transparency with information.
7. Recognition for safe/secure campuses.
8. Horizontal and vertical alignment based on core documents to ensure consistency.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** Students accessing social media and using it for bullying purposes has increased. **Root Cause:** With technology being more accessible, some students are using it to bully others.

**Problem Statement 2:** The social and emotional health of our students is of upmost importance to us. Early identification is crucial. **Root Cause:** More training of staff members to identify potential symptoms is needed.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The Human Resource department is focused on recruiting and hiring qualified staff and providing training opportunities for all staff members. Carroll ISD has a New Hire/Mentor program for all teaching staff new to the district as well as ongoing support during their first and second year of teaching. Professional development is planned throughout the district to meet the needs of students and staff. Carroll ISD strives to keep salaries and benefits competitive with surrounding districts.

We have procedures for recruiting highly qualified teachers and the procedures are discussed with and disseminated to the campuses.

## Staff Quality, Recruitment, and Retention Strengths

1. Carroll ISD attends a variety of university and high volume job fairs.
2. HR expects a variety of district personnel to attend job fairs (i.e. AP's, Principals, and Directors).
3. CISD implemented a new applicant tracking system for job postings and hiring process.
4. CISD increased number of teachers with ESL certification.
5. CISD has created a quality, first year teacher mentoring program.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Because CISD is becoming a more diverse population, more ESL teachers are needed. **Root Cause:** The ESL population has grown significantly over the past few years and additional staff is needed.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Carroll ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. The curriculum is written by our curriculum specialists and teams of teachers to specifically address the needs of our students. We ensure that the curriculum is written from the TEKS. We have common assessments that are used across all campuses and aligned directly with the curriculum. Benchmark tests are given twice a year in each core content area to assess the strengths and weaknesses of students' mastery of the TEKS. Data from all tests are used by teachers for continual improvement of instruction.

## Curriculum, Instruction, and Assessment Strengths

1. CISD curriculum is a living document that is revised yearly to best support instruction for the needs of all students.
2. We have curriculum specialists for each of the core content areas.
3. Campus administrative support of sending teachers to work on district curriculum teams is supported.
4. Curriculum decisions are made through a collaborative effort.
5. CBA's are written by curriculum specialists and teacher experts and are revised yearly.
6. The district believes that the curriculum should support students being college and career ready.
7. The district will work cooperatively with principals in strengthening their ability to be instructional leaders.
8. The district will work with principals and teachers to enhance the understanding of rigor and relevance.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** When the demographics change, the teaching strategies must change as well to ensure all learners are getting their needs met. **Root Cause:** Due to the rising number of students in the ESL program, teachers must evaluate how they are ensuring mastery for all learners.

**Problem Statement 2:** Science STAAR results at the intermediate grade levels dropped this past year. **Root Cause:** Better alignment of the curriculum and implementation of a benchmark test will be implemented to determine possible causes for this drop.

**Problem Statement 3:** Grades 3 and 4 reading STAAR results dropped at some campuses. **Root Cause:** Better analysis of the data and looking at specific populations to determine how we can better address the needs of our learners will be a priority.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Carroll ISD is committed to parent involvement and will continue its efforts to build trusting relationships with parents and families. The district is committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. Carroll ISD will continue to explore preferred methods of communication for parents and increase parent participation in schools. The district will continue to work with our parents through the volunteer program. Through best practices strategies, Carroll ISD will involve parents at all grade levels and assist with the successful transition for students and families from elementary through secondary education.

Staff, parents, and community members worked together to create a district Strategic Plan. The district must continue to work through the action plans and ensure the goal of the Strategic Plan is being met.

## Parent and Community Engagement Strengths

1. Campuses host a variety of events for families to involve them in their children's education and develop a sense of community.
2. All campuses will have an active PTO to increase and/or improve practices of parental involvement.
3. Campuses communicate information to parents through various means such as: phone, email, website, E-news, Twitter and Facebook and the Parent Portal.
4. Focus groups and advisory committees. Strategic Planning committee members created Action Teams to address identified needs within the Strategic Plan.
5. Values input from parents and staff when addressing concerns.
6. The Communication Department uses: Let's Talk and ThoughtExchange in order to seek input from the community.
7. The district has implemented the Resiliency Project in order to help our students and the community better deal with the social and emotional health of all stakeholders.
8. The district considers safety to be of utmost importance. The district has purchased a variety of resources to ensure students, teachers and the community have and understand the procedures should an emergency arise.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved,

# District Context and Organization

## District Context and Organization Summary

Carroll ISD has benefited from campus and community support of the Strategic Plan. This district commitment will impact the effectiveness of the strategies for our students. The district has also benefited from the national recognition of our energy efficiency and safe school efforts.

The challenges and opportunities faced by the district in this area of the needs assessment are significant. One challenge is to gather the data at all levels with accuracy and fidelity and place it in an understandable context for all individuals both inside and outside of the system to review. There is an additional need to build context for the continued implementation of the new teacher and principal evaluation system. The district continues to emphasize improvement in consistency from campus to campus related to day to day operations and parent requests.

## District Context and Organization Strengths

1. Continuation of vertical and horizontal curriculum alignment teams.
2. Continued development of campus/district processes.
3. Continued efforts for energy efficiency and air quality control.

## Problem Statements Identifying District Context and Organization Needs

**Problem Statement 1:** Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause:** Because of the numerous social media resources available, it can be difficult to ensure all stakeholders are hearing the same information.

**Problem Statement 2:** Getting students to school and to events in a timely manner can be a challenge. **Root Cause:** There is a shortage of bus drivers.



# Technology

## Technology Summary

Carroll ISD believes technology improves student engagement and the overall learning process. Therefore, Carroll ISD embraces technology to ensure that all students and staff have the appropriate digital resources to provide the highest quality instruction possible.

Carroll ISD is committed to maintaining the highest possible standards in hardware, software, and network capability for our staff and students. This requires that the district implement relevant current technologies and best practices while keeping abreast of emerging technologies. While providing these crucial resources, we want to ensure the safety of our students.

## Technology Strengths

1. Carroll ISD is particularly strong in networking infrastructure and hardware infrastructure on every campus.
  1. We have two data centers connected to each campus with 40GB connections.
  2. Every 7-12 classroom has been equipped with a new wireless access point within the past year.
  3. All servers have been upgraded to the latest version of Cisco USC.
  4. The district currently has 11Gb of internet connections from two data centers, each connected with leading enterprise firewalls.
2. Carroll ISD has created a technology training initiative for staff called "Dragons Go Digital" which helps teachers gain skills in integrating technology into the curriculum and to support student engagement. After completing the program, teachers serve as mentors to their colleagues, creating another avenue for instructional support.
3. Carroll ISD has invested in Canvas Coaches to provide on-campus support for teachers using Canvas in grades 5-12.
4. Carroll ISD has secured excellent technicians both on campus and at the district level to provide ongoing technical support for students, teachers, and staff.
5. Currently, in the 2018-2019 school year, Carroll ISD has deployed over 4000 student laptops to students in grades 7-12.
6. In order to minimize the number of accounts that students need to remember a single sign-on tool called ClassLink has been implemented district wide. Most online textbooks and resources are available from within Classlink.

## **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Finish implementing the 2017 Bond AV system refresh at Elementary and Intermediate campuses **Root Cause:** Refreshing the technology needs at these campuses is crucial.

**Problem Statement 2:** During the 19-20 school year, the Technology Department plans to use bond funds to deploy student devices to grades K-6. **Root Cause:** Employing devices to all students in the district is a huge task.

**Problem Statement 3:** The past couple of years Carroll ISD has implemented many new devices and systems, now comes the need to continue improving instruction to best utilize these new resources. **Root Cause:** Teachers and students must be trained to use technology correctly to enhance instruction.

**Problem Statement 4:** Staffing is always a great need. Due to the increase in technology systems throughout the district, the district's strategic plan called for the addition of one engineer and one instructional technology specialist. **Root Cause:** Finding additional staff to meet these needs can be challenging.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records

#### **Employee Data**

- State certified and high quality staff data
- Professional development needs assessment 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

# Goals



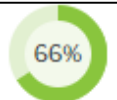
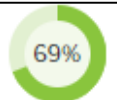
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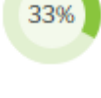

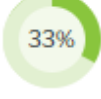





## Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

**Performance Objective 1:** Monitor the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI 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 2017-2018 school year.

**Evaluation Data Source(s) 1:** TAPR Report

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the focus on HB5 implementation, including accountability in student achievement and increasing the number of Career and Technology Education (CTE) student enrollment.	Leader: Assistant Superintendent for Student Services. Others: Principals, Curriculum Coordinators.	1. Implementation evidence: Student performance data review. 2. Impact evidence: Increased number of CTE student enrollment.				
<b>Funding Sources:</b> Local - 0.00, CTE - 0.00						
2) Continue to administer curriculum-based assessments to gather formative student achievement data to drive instruction and to assist students with interventions in the four core curriculum areas.	Leader: Curriculum Coordinators. Others: Principals and teachers.	1. Implementation evidence: Student performance data review. 2. Impact evidence: Increase performance in student learning.				
<b>Funding Sources:</b> Local - 0.00						

3) Create procedures and provide professional development in order to provide greater support to campus professional learning communities (PLC's).	Leader: Assistant Superintendent for Student Services. Others: Principals, Coordinators, and Teachers.	1. Implementation evidence: PLC logs. 2. Impact evidence: Increase performance on CBA's.				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00						
4) Use data driven processes to make instructional decisions including the placement of students in Response to Intervention (RtI) and train staff accordingly.	Leader: Executive Director of Curriculum and Instruction, Coordinators, and Teachers.	1. Implementation evidence: Increase in professional development opportunities for teachers in regards to RtI 2. Impact evidence: Increased student achievement.				
5) Solicit career mentor representatives to provide students with an opportunity to learn more about future career options.	Leader: CTE Coordinator Others: Coordinators, Principals, and Teachers	1. Implementation evidence: More mentors in the buildings. 2. Impact evidence: Students will have a better understanding of possible career opportunities.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

















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

**Performance Objective 2:** Create consistencies and common expectations in educational practices across all areas (Strategic Plan #7)

**Evaluation Data Source(s) 2:** Professional development staff enrollment and completion data.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major initiatives, including: -Differentiated Instruction; -Readers and Writers workshop; -Utilize Learning Walks; -ESL: Effective Instructional Strategies for ELLs; -Inclusion through the Co-Teaching Model; 504; IEP; and Math Workshop.	Leader: Assistant Superintendent for Student Services. Others: Principals, Curriculum Coordinators, ESL Coordinator, Special Programs	1. Implementation evidence: Professional development documentation records. 2. Impact evidence: Confirmation from teachers that they are equipped to implement the district initiatives.				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, Title II - 0.00, IDEA-B - 0.00						
2) A pre-kindergarten to 12th grade district-wide teacher development program will be implemented to improve teachers' ability to infuse a wider variety of instructional strategies in the classroom instruction and create meaningful relationships with students, leading to increased achievement.	Leader: Coordinators, Executive Director of C&I, and Executive Director of Special Programs Others: Principals and teachers	1. Implementation evidence: Teachers will receive professional development training in these areas. 2. Impact evidence: Achievement will improve based upon relationships and material relevancy of the classroom environment.				
3) Increase the cognitive rigor of classroom instruction through critical thinking and higher order questioning strategies.	Leader: Executive Director of Curriculum and Instruction; Curriculum Coordinators. Others: Principals	1. Implementation evidence: Professional development certificates of participation and principal walk-through data. 2. Impact evidence: The level of cognitive thinking observed in classrooms.				
<b>Funding Sources:</b> Title I - 0.00, IMA - 0.00						
4) Students in grades K-4 will participate in intervention/enrichment blocks allowing students at all skill levels to receive broader exposure to expanded subject matter.	Leader: Coordinators and Principals Others: Teachers	1. Implementation evidence: Greater student engagement 2. Impact evidence: Students needs will be better met with less distractions during the school day.				

5) Allow students to be challenged in courses that might be above grade level by creating extension activities for students.	Leader: Coordinators, Principals, Executive Director of C&I and Executive Director of Special Programs Others: Teachers	1. Implementation evidence: Creation of enrichment activities 2. Impact evidence: All students will be challenged. One example could be training math teachers in the use of quantiles.				
6) Continue to provide Assistant Principal Academy.	Leader: Executive Director of Special Programs Others: Campus Administration	1. Implementation evidence: Professional development documentation records.				
7) Continue to provide Emerging Leaders training for staff who are interested in pursuing a job in administration.	Leader: Executive Director of Special Programs	1. Implementation evidence: Professional development records 2. Impact evidence: More teachers might be interested in pursuing jobs in administration.				
8) Provide vertical and horizontal content area professional development for greater collaboration of teachers in grades PK-12.	Leader: Executive Director of Curriculum and Instruction and Coordinators	1. Implementation evidence: Professional development records 2. Impact evidence: A better understanding of what each grade level expectations are for students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



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

**Performance Objective 3:** Prepare students to be successful in post-secondary education and career choices by facilitating their college and work readiness upon graduation from CISD.

**Evaluation Data Source(s) 3:** CISD Academic Planning Guide: Texas Model for Comprehensive School Counseling Programs, 5th edition; Personal Graduation Plan forms; Texas Grant program guidelines; Naviance

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Explore use of virtual learning summer school courses and dual credit virtual learning courses for students in grades 9-12.	Leader: Executive Director of Curriculum and Instruction, Counselors	1. Implementation evidence: Longitudinal state assessment results. 2. Impact evidence: Number of college hours earned by students during high school.				
<b>Funding Sources:</b> Local - 0.00						
2) Redesign CTE courses and/or curricular strands to enhance programs of study to include creative thinking. Establish opportunities to explore careers at K-4, 5-6, and 7-8 grade students.	Leader: Executive Director of C &I; Curriculum Coordinators, Counselors, teachers	1. Implementation evidence: Number of high school students aware of CTE courses. Impact evidence: Number of high school students enrolled in CTE courses. 2. Implementation evidence: K-8 Guidance Curriculum. Impact evidence: Students in grades K-8 will be exposed to variety of career pathways.				
3) Monitor the Personal Graduation Plan for all students in grades 8-12.	Leader: Asst. Supt. for Student Services; secondary counselors	1. Implementation evidence: Classroom guidance in grades 8-12. 2. Impact evidence: PGP documents.				
4) Provide information regarding higher education admissions and financial aid opportunities , including Destination: Success and College Connection, the Texas Grant program and Teach for Texas grant program.	Leader: Campus counselors	1. Implementation evidence: Guidance curriculum for grades K-12. 2. Impact evidence: Students who understand the college admissions process.				
5) Establish and reinforce community partnerships to insure that graduates are prepared for the future workplace.	Leader: Executive Director of C &I; Executive Director of Technology; coordinators, technology specialists, administrators, teachers	1. Implementation evidence: Gather data on skills needed in the 21st century workplace. 2. Impact evidence: creation of community-based internship opportunities for students in grades 11-12.				

6) Determine need for a career fair in the district.	Leader: Asst. Supt. for Student Services; Executive Director of C & I; CTE Coordinator, administrators, counselors	1. Implementation evidence: Seek input from community stakeholders. 2. Impact evidence: Opportunities for student exploration of careers and the post secondary choices that prepare them.				
7) Improve online learning opportunities for parents regarding post secondary education and career choices.	Leader: Executive Director of C & I; coordinators, counselors, administrators	1. Implementation evidence: Create a Parent University. 2. Impact evidence: Parents who understand post secondary education and career choices.				
8) Provide support to students through individual counseling, group counseling, and guidance lessons.	Leader: Counselors	1. Implementation evidence: Discuss with students and parents. 2. Impact evidence: Better able to meet the social and emotional needs of our students.				
9) Provide transition orientation and support for 5th, 7th, and 9th graders.	Leader: Counselors	1. Implementation evidence: Survey feedback. 2. Impact evidence: Communication will improve.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

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

**Performance Objective 4:** Ensure quality Bilingual and ESL programs for second language learners. Maintain all 0 ratings and improve participation to at least a 1 rating.

B/ESL

ESL English Math STAAR Passing Rate=0

ESL English Reading STAAR Passing Rate=NA

ESL English Science STAAR Passing Rate=NA

LEP Participation Rate=3

LEP Dropout Rate (Grades 7-12)=0





**Evaluation Data Source(s) 4:** PEIMS data









STAAR/TAKS results

AYP

TAPR

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Address student needs based on language proficiency level.</p> <p>Inform parents of program benefits through parent interview.</p> <p>Provide communication for families in Spanish and English.</p>	<p>Leader: Executive Director for Special Programs</p> <p>Others: Principals, Coordinator of ESL, and Coordinator of Assessment</p>	<p>1. Implementation evidence: Improve communication with speakers of other languages.</p> <p>2. Impact evidence: Parents and students will be more informed of possible options for their child.</p>				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, Title III - 0.00						
<p>2) Assure collaboration between the LPAC and the ARDC to meet the needs of LEP students with special needs.</p>	<p>Leader: Executive Director for Special Programs</p> <p>Others: Principals, Coordinator of ESL, Coordinator of Assessment</p>	<p>1. Implementation evidence: ESPED Reports.</p> <p>2. Impact evidence: Better meeting of the needs of our students.</p>				
<b>Funding Sources:</b> Local - 0.00						

<p>3) Continue summer program acceleration and enrichment opportunities as needed.</p>	<p>Leader: Executive Director for Special Programs</p> <p>Other: Principals, Coordinator of ESL, Coordinator of Assessment</p>	<p>1. Implementation evidence: Student data. 2. Impact evidence: Increase in student achievement.</p>			
<p><b>Funding Sources:</b> Local - 0.00, Title I - 0.00, Title III - 0.00</p>					
<p>4) Provide additional professional development to address the affective, linguistic and cognitive needs of second language learners in the content areas.</p> <ul style="list-style-type: none"> <li>- Modifications and accommodations in the content areas</li> <li>- Assessment training</li> </ul>	<p>Leader: Executive Director for Special Programs</p> <p>Other: Principals, Coordinator of ESL, Coordinator of Assessment</p>	<p>1. Implementation evidence: Instructional alignment documentation. 2. Impact evidence: Increase in student achievement.</p>			
<p><b>Funding Sources:</b> Title III - 0.00, Local - 0.00, Title I - 0.00</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					







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

**Performance Objective 5:** Continue to sustain district-wide K-12 curriculum alignment with research based instructional practices in order to achieve optimal student performance.

**Evaluation Data Source(s) 5:** Vertical and horizontal alignment of the scope and sequence documents and classroom walk-throughs.

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to provide advanced academic opportunities for identified gifted and talented and high achieving secondary students. -Pre AP and AP courses for grades 7-12. -Interdisciplinary Studies for grades 5-6. -Continue to evaluate the American Studies program at CSHS. -Provide required staff development for teachers in the AP program. -Coordinators will facilitate curriculum development and alignment.	Leader: Executive Director of Curriculum and Instruction and Coordinators Others: Pre AP, AP Teachers	1. Implementation evidence: Larger number of students participating in advanced coursework. 2. Impact evidence: Increase in student achievement.				
	<b>Funding Sources:</b> HS Allotment - 0.00					
2) Develop a long-range plan for advanced academics instruction in CISD.	Leader: Assistant Superintendent for Student Services and Executive Director of Curriculum and Instruction Others: Principals and teachers.	1. Implementation evidence: Minutes from Advanced Academics Program Advisory Committee meetings. 2. Impact evidence: Increase growth in advanced academics courses and greater depth and complexity in the courses.				
	<b>Funding Sources:</b> Local - 0.00					
3) Conduct a statistical review of SAT/ACT scores in comparison with students' course selections and grades for the past 3-5 years (dependent upon data availability.) Identify program needs and improvements.	Leader: Assistant Superintendent for Student Services and Executive Director of Curriculum and Instruction	1. Implementation evidence: Review of findings. 2. Impact evidence: Adapt curriculum to better meet the needs of our students.				
	<b>Funding Sources:</b> HS Allotment - 0.00					

<p>4) Provide training days for selected staff members to align curriculum both vertically and horizontally across all content areas in grades K-12. This will create consistency and allow for the curriculum to be implemented with fidelity.</p>	<p>Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators. Others involved: Teachers</p>	<p>1. Implementation evidence: Scope and Sequence documents. 2. Impact evidence: Ensure consistency in the alignment of the curriculum.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

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

**Performance Objective 6:** Implement research-based programs to ensure compliance with Special Education (SPED) Indicators in TEA's Performance-Based Monitoring Analysis System Manual (PBMAS).

Special Education (SPED) Indicators (1-11)

SPED Indicator #1 (i-v): SPED STAAR 3-8 Passing Rate

SPED Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

**Evaluation Data Source(s) 6:** STAAR/TAKS results

PEIMS data



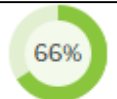
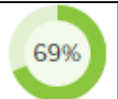


TAPR



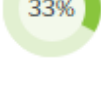





AYP

PBMAS

ESPED Reports

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide training for campus administrators for observing effective inclusive classrooms. -Provide training for Special Education staff on Standards Based Individualized Education Program (IEP's). -Develop training for staff on effective parent-teacher conferences.	Leader: Executive Director for Special Programs.	1. Implementation evidence: Learning walks. 2. Impact evidence: Differentiated instruction in classes.				
	<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, IDEA-B - 0.00					
2) Update and expand Special Education curriculum supports, establish a system to monitor use and effectiveness to include training for Specially Designed instruction.	Leader: Executive Director for Special Programs	1. Implementation evidence: Evaluation of curriculum. 2. Impact evidence: Better meet the needs of our SPED population.				
	<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, IDEA-B - 0.00					
3) Encourage, understand, and implement self-advocacy in Individualized Education Plan (IEP) development for secondary students.	Leader: Executive Director for Special Programs, Special Education Coordinator, Transition Specialist	1. Implementation evidence: Students will participate in IEP process. 2. Impact evidence: Students will have a greater voice in the planning of their coursework.				
	<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, IDEA-B - 0.00					

<p>4) Continue to strengthen transition services by assisting students in locating and obtaining part-time employment. Increase support to parents in understanding and accessing transition services in the community for students with moderate to severe disabilities. Identify areas of concern to be addressed.</p>	<p>Leader: Executive Director for Special Programs  Others: Parent Transition Team</p>	<p>1. Implementation evidence: Employment search logs, parent meeting/conference sign-in sheets 2. Impact evidence: ESPED Reports, student employment data, parent surveys</p>				
<p><b>Funding Sources:</b> Local - 0.00, Title I - 0.00, IDEA-B - 0.00</p>						
<p>5) Provide classroom management training for teachers.</p>	<p>Leader: Executive Director of Curriculum and Instruction and Coordinators</p>	<p>1. Implementation evidence: Professional development sign in sheets. 2. Impact evidence: Better participation in class by all students.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						











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

**Performance Objective 7:** Provide relevant technology resources, along with quality ongoing training, to integrate best-of-class learning experiences and efficient work environments. (Strategic Plan #3)

**Evaluation Data Source(s) 7:** ITS will work with staff to better understand ways to integrate technology into the classroom.

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to implement district plan for Digital Classroom Teachers - Encourage technology integration with all teachers who are interested in utilizing technology integration. - Update classroom equipment as needed. - Provide digital tech integration training.	Leader: Executive Director for Technology  Others: Instructional Technology Specialists	1. Implementation evidence: Training completed. 2. Impact evidence: Greater utilization of technology in the classroom.				
<b>Funding Sources:</b> Local - 0.00						
2) Refine technology curriculum to meet Technology Application TEKS and integrate into the core curriculum areas. - Add technical resources to core area TEKS in Forethought. - Add Technology Applications units (K-8) to Forethought.	Leader: Executive Director for Technology/Executive Director for Curriculum and Instruction  Others: Instructional Technology specialists and principals	1. Implementation evidence: Summer curriculum updates. 2. Impact evidence: Training on curriculum documents.				
<b>Funding Sources:</b> IMA - 0.00, Local - 0.00						
3) Grade K-2 students will build foundational skills, acquire information, solve problems, and communicate effectively (K-2 Technology Application TEKS). - Grade K-2 students will use software to build basic keyboarding and operational skills, as well as acquire and reinforce reading, writing, computational and problem solving skills. - Grade K-2 students will use a word processor and multimedia software to develop effective communication skills.	Leader: Executive Director for Technology  Others: Instructional Technology Specialists and Computer Lab Aides	1. Implementation evidence: Software records and reports. 2. Impact evidence: Better evaluation tool for students in grades K-2.				
<b>Funding Sources:</b> Local - 0.00						

<p>4) Grade 2-4 students will build foundational skills, acquire information, solve problems, and communicate effectively (K-2 and 3-4 Technology Application TEKS).</p> <ul style="list-style-type: none"> <li>- Grade 2-4 students will use district keyboarding programs to master the keyboarding skills necessary for middle school.</li> <li>- Grades 2-4 students will follow the Scope and Sequence of the elementary computer lab curriculum to develop word processing, desktop publishing, and multimedia skills.</li> </ul>	<p>Leader: Executive Director for Technology</p> <p>Others: Instructional Technology Specialists</p>	<p>1. Implementation evidence: Keyboarding records grades 2-4.</p> <p>2. Impact evidence: Student projects.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>5) Grade 5-8 students will implement the Technology Applications TEKS for all middle school students.</p> <ul style="list-style-type: none"> <li>- Review current practices to determine the best method for ensuring mastery of 6-8 Technology Applications TEKS.</li> <li>- Implement the best method(s) for ensuring mastery of the 6-8 Technology Application TEKS.</li> </ul>	<p>Leader: Executive Director for Technology</p> <p>Others: Instructional Technology Specialists and Computer Lab Aides</p>	<p>1. Implementation evidence: Meeting documentation.</p> <p>2. Impact evidence: Incorporation of the grade level Technology Application TEKS into the curriculum.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						









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

**Performance Objective 8:** Attract, recruit, and retain highly qualified personnel. (Strategic Plan #5)

**Evaluation Data Source(s) 8:** Teacher Retention Records

**Summative Evaluation 8:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All 0-1 year teachers will be included in the New Teacher Induction program during the 2018-2019 school year.	Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators Others: Principals and Mentor Teachers	1. Implementation evidence: New Teacher Induction records. 2. Impact evidence: Percentage of teachers who stay in the district at least three years.				
<b>Funding Sources:</b> Local - 0.00						
2) Campus Administration will assign a campus mentor to each 0-1 year teacher.	Leader: Campus Administration Others: Curriculum Coordinators	1. Implementation evidence: New teacher and mentor documentation. 2. Impact evidence: Percentage of teachers who stay in the district at least three years.				
<b>Funding Sources:</b> Local - 0.00						
3) Recruit and hire highly qualified instructional paraprofessionals, teachers and administrators. Procedures for hiring highly qualified teachers will be part of a required training session for principals and AP's during the spring.	Leader: Director of Personnel Others: Principals	1. Implementation evidence: Recruiting programs. 2. Impact evidence: Student enrollment/course offerings and staffing plan.				
4) Review staff credentials to determine needs for meeting highly qualified requirements. - Ensure that all teachers are highly qualified and participate in staff development.	Leader: Assistant Superintendent for Administrative Services Other: Director of Personnel	1. Implementation evidence: Highly qualified data. Staff development records. 2. Impact evidence: Increased performance by students.				
5) Develop required professional development training focused on individualized instructional and pedagogical topics through the school year for all new hires.	Leader: Executive Director for C&I and Coordinators Others: Principals and teachers	1. Implementation evidence: Professional development will be more focused on the needs of the new hires. 2. Impact evidence: New hires will be more prepared to deal with the individualized needs of their students.				

6) Schedule coordinator observation with timely and detailed feedback and encouragement.	Leader: Coordinators Others: Teachers and principals	1. Implementation evidence: Coordinators will understand the needs of the new hires. 2. Impact evidence: Based upon the feedback, new hires will be equipped to deal with a plethora of experiences which might occur in the classroom.				
7) Promote teachers aspiring for administrative jobs by providing job shadowing experiences and for them to participate in the Emerging Leaders program.	Leader: Principals Other: Teachers	1. Implementation evidence: Provide opportunities for administrative interns to job shadow administrators. 2. Impact evidence: Aspiring interns will be better equipped to handle the challenges associated with becoming an administrator.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

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

**Performance Objective 9:** Ensure quality services for students identified as dyslexic as evidenced by a 5% increase in students meeting standard on state assessment.

**Evaluation Data Source(s) 9:** Student EOY evaluation results  
STAAR/TAKS results

**Summative Evaluation 9:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) - Assure compliance with the Texas Education Agency Dyslexia Handbook.</p> <p>- Provide an instructional program that meets the requirements in 19 TAC 74.28(c) to include components of phonemic awareness, graphophonemic knowledge, language structure, linguistic patterns, and -processes.</p> <p>- Implementation of a language science curriculum with research-based instructional approaches including explicit, individualized, and multi-sensory instruction (ex: Preflight, Texas Scottish Rite Hospital: Take Flight, Read Naturally, Word Workout, Project Read: Written Expression, Reading Plus, Multi-sensory grammar, etc.)</p>	<p>Leader: Executive Director for Special Programs</p> <p>Others: Principals, Dyslexia Therapists, Dyslexia Specialist</p>	<p>1. Implementation evidence: Student achievement documentation.</p> <p>2. Impact evidence: Teachers will be able to better construct lessons to meet the needs of the dyslexic student.</p>				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, Title II - 0.00						
<p>2) - Continue professional development initiatives to ensure Certified Academic Language Therapists/Specialists are providing student dyslexia services.</p> <p>- Facilitate Staff Development opportunities for teachers of dyslexic students as required by SB 866.</p> <p>- Attendance of ALTA, IDA, TSRH Seminars as required to maintain dyslexia therapy license/specialist status.</p> <p>- Provide opportunities for additional teacher training (collaborate with specialists).</p>	<p>Leader: Executive Director for Special Programs</p> <p>Others: Principals, Dyslexia Specialist, Coordinator of Dyslexia</p>	<p>1. Implementation evidence: Provide additional professional development.</p> <p>2. Impact evidence: Increase teacher ability to work with dyslexic students.</p>				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00, Title II - 0.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						





















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

**Performance Objective 10:** Develop and implement policies and action plans effectively promoting communication between students, school personnel, families and the community. (Strategic Plan #11)

**Evaluation Data Source(s) 10:** The district and the community will work closely together to ensure students have the opportunity to partner with a business.

**Summative Evaluation 10:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Prepare concise, informative and understandable financial and operating information for the public.	Leader: Assistant Superintendent for Finance	1. Implementation evidence: Meeting notes 2. Impact evidence: Better informed public on the needs of the district. 3. Financial transparency page and Carroll Budget.com.				
	<b>Funding Sources:</b> Local - 0.00					
2) Promote goals, objectives, and accomplishments of the district. - eBlasts - Inside Carroll Magazine - Community relations - CISD Website - Twitter - Facebook - Dragon App	Leader: Assistant Supt. for Board & Community Relations	1. Implementation of evidence: Documentation of communications 2. Impact evidence: Community is well informed of the happenings in the district.				
	<b>Funding Sources:</b> Local - 0.00, Technology - 0.00					
3) Utilize district and campus communications tools including calling system, email, newsletters and parent connections.	Leader: Assistant Supt. for Board & Community Relations	1. Implementation evidence: Communication feedback 2. Impact evidence: A form of communication will be available for all community members.				
	Others: Campus Personnel	<b>Funding Sources:</b> Local - 0.00				

<p>4) Implement best practices to recognize and enhance employee morale.</p> <ul style="list-style-type: none"> <li>- Establish plan for Teacher Appreciation Week.</li> <li>- Plan recognition for Texas Public Schools Week.</li> <li>- Recognize faculty achievement through eBlasts, Board meetings, and district website.</li> <li>-Transportation Employee of the Month.</li> <li>-End of the Year Awards Ceremony Core Values</li> </ul>	<p>Leader: Assistant Supt. for Board &amp; Community Relations</p> <p>Others: Campus Administrators</p>	<p>1. Implementation evidence: Meetings.</p> <p>2. Impact evidence: Survey of needs.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>5) Recognize and continue to offer and expand corporate and civic organization participation through the We Care employee appreciation program.</p>	<p>Leader: Assistant Supt. for Board &amp; Community Relations</p>	<p>1, Implementation evidence: We Care participation initiatives &amp; budget reports.</p> <p>2. Impact evidence: Provide more assistance to our staff.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>6) Continue to provide and expand funding opportunities and other sponsorships for community groups.</p>	<p>Leader: Assistant Supt. for Board &amp; Community Relations</p>	<p>1. Implementation evidence: Track donations as approved by the Board of Trustees.</p> <p>2. Impact evidence: Better provide for teachers and students.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>7) Parent Involvement:</p> <ul style="list-style-type: none"> <li>- Annually review, develop and distribute the campus/district Parent Involvement Policy with the input from parents.</li> <li>- Involve parents (for example DAC) in the planning, review and improvement of the Title I, Part A program.</li> </ul>	<p>Leader: Executive Director for Special Programs</p> <p>Others: Campus Administrators</p>	<p>1. Implementation evidence: Policy discussion in campus site based team minutes.</p> <p>2. Impact evidence: More informed community.</p>				
<p><b>Funding Sources:</b> Local - 0.00</p>						
<p>8) Parent Involvement:</p> <ul style="list-style-type: none"> <li>- Conduct parent/teacher conferences.</li> <li>- Provide flexible meeting/training opportunities for parents.</li> </ul>	<p>Leader: Campus Administrators</p>	<p>1. Implementation evidence: Conference documentation (dates, attendance, agenda, minutes).</p> <p>2. Impact evidence: Teachers and parents work together to meet the needs of the students.</p>				
<p>9) Increase communication about school safety with educators, students, and the community.</p>	<p>Leader: Assistant Superintendent for Board Services and Principals</p>	<p>1. Implementation evidence: meeting logs</p> <p>2. Impact evidence: A greater feeling of security when in the buildings.</p>				
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>						

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

**Performance Objective 1:** Implement a safe and secure environment, and maintain an extremely low number of discipline incidents across the district.

**Evaluation Data Source(s) 1:** Safety Audit Reports and campus discipline reports, BEST training agenda and roster.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct evaluations of facilities and grounds. (State mandated safety audit to be completed every three years). Conduct safety drills - #SAFEdragons - send update after the drill.	Leader: Assistant Supt. for Board & Community Relations	1. Implementation evidence: Safety Audit Report. 2. Impact evidence: Report on findings from the drill. Safe environments.				
<b>Funding Sources:</b> Local - 0.00						
2) Compile disciplinary data from each campus.	Leader: Asst. Supt. for Student Services, Executive Director of Special Programs	1. Implementation evidence: Safe schools data reports, campus discipline reports. 2. Impact evidence: Reconciliation of discipline reports - number of DAEP placements.				
3) Conduct BEST (Behavioral, Emotional Social Team) training across the district.	Leader: Asst Supt for Student Services, Executive Director for Special Programs, Coordinator for Special Education	1. Implementation evidence: Increased awareness of staff, decreased discipline incidents of students. 2. Impact evidence: a BEST team on each campus.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						













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

**Performance Objective 2:** Collaborate with families and community to support the academic, physical, emotional, and social well-being of each student. (Strategic Plan #1)

**Evaluation Data Source(s) 2:** Survey results, staff evaluations, FitnessGram summative data results, professional development training records, program evaluations, counselor newsletters

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide drug/alcohol awareness training to students each year in grades K-12 through the comprehensive, developmental guidance program.	Leader: Asst. Supt. for Student Services; campus counselors	1. Implementation evidence: student surveys on drug/alcohol use; data from student tip lines. 2. Impact evidence: healthy students.				
	<b>Funding Sources:</b> Local - 0.00					
2) Conduct School Health Advisory Council (SHAC) meetings in the fall and spring each year to provide drug/alcohol awareness programs for parents and community.	Leader: Executive Director of Curriculum and Instruction; campus counselors; School Resource Officers	1. Implementation evidence: SHAC meeting agendas. 2. Impact evidence: Healthy staff members and community.				
	<b>Funding Sources:</b> Local - 0.00					
3) Provide academic and emotional support to students through individual counseling, group counseling, and classroom guidance lessons.	Leader: Campus Counselors; District LSSPs	1. Implementation evidence: Guidance lessons, data from campus counseling offices regarding number and type of student visits; focus topics addressing social/emotional development. 2. Impact evidence: Guidance curriculum; monthly counselor newsletters.				
	<b>Funding Sources:</b> Title I - 0.00, IDEA-B - 0.00, HS Allotment - 0.00, State Comp Ed - 0.00					
4) Provide transition orientation and support for students in grades 5, 7, 9, and 11.	Leader: Campus Counselors	1. Implementation evidence: campus tours; transition camps/days i.e., Fish Camp. 2. Impact evidence: Student and parent feedback.				
	<b>Funding Sources:</b> Local - 0.00					
5) Implement programs that promote awareness of sexual harassment, bullying, cyberbullying, and teen dating violence and the negative impact of such behaviors.	Leader: Campus Counselors and administrators	1. Implementation evidence: classroom guidance. 2. Impact evidence: data from student incidents.				
	<b>Funding Sources:</b> Local - 0.00					



6) Implement programs, strategies, and activities that promote resiliency and stress management.	Leader: Campus Counselors and administrators; District Resiliency Committee	1. Implementation evidence: classroom guidance; teacher support. 2. Impact evidence: Healthy students making good decisions.				
7) Provide referral resources to parents, students, and community	Leader: Campus Counselors	1. Implementation evidence: Counseling Resource List maintained by district counselors. 2. Implementation impact: Emotionally healthy students.				
8) Provide training to all staff members in student emotional health, recognizing signs of abuse/neglect, bullying prevention, and making referrals.	Leader: Asst. Supt. for Student Services; campus counselors and administrators.	1. Implementation evidence: Training records; observations of implementation.. 2. Implementation impact: Teachers will be able to identify and meet social and emotional needs of students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

**Performance Objective 3:** Teachers will address the academic and behavioral needs of all students.

**Evaluation Data Source(s) 3:** TAPR  
 PBMAS  
 AYP  
 eSped Summary Data  
 STAAR results  
 Individual student achievement  
 SAT summative documentation  
 Section 504 summative documentation  
 Program evaluations

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will receive scientific, research based services to promote academic achievement: academic interventions (Small Group, CARE, Win); summer programs; language therapy; counseling; disciplinary intervention programs.	Leader: Executive Director for Special Programs; principals, RtI Specialist, Assistant Superintendent for Student Services, Executive Director for Curriculum and Instruction, Curriculum Coordinators, CARE Teachers, Teachers, Counselors	1. Implementation evidence: assessment data, teacher observation and professional development opportunities will all be data used to help promote academic achievement. 2. Impact evidence: student promotion/retention data.				
<b>Funding Sources:</b> Title I - 0.00, IDEA-B - 0.00						

2) Monitor and assure the use of modifications and accommodations in instruction and assessment for students with special needs or disabilities in the general education classroom.	Leader: Executive Director for Special Programs; Coordinator for Special Education, Section 504 Specialists, teachers, 504 coordinators, diagnosticians	1. Implementation evidence: ARD/Section 504 documentation. 2. Impact evidence: Passing grades in all classes.				
3) Provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect).	Leader: Asst. Supt. for Student Services, campus administrators, coordinators	1. Implementation evidence: Training sign-in sheets. 2. Impact evidence: Staff demonstrates knowledge and appropriate responses in online training quizzes.				
<b>Funding Sources:</b> Title I - 0.00, Title II - 0.00, Local - 0.00						
4) Utilize RtI process across the district.	Leader: Executive Director for Curriculum and Instruction; campus administrators, RtI specialist, campus 504 and SAT coordinators	1. Implementation evidence: Progress monitoring, SAT and Section 504 documentation in Eduphoria/Aware. 2. Impact evidence: Lesson plans that address all learners.				
5) Provide training to designated staff members in the Texas Behavioral Support Initiatives and restraint.	Leader: Executive Director for Special Programs; TBSI Core Team, Behavior Specialist, CPI Instructors	1. Implementation evidence: Training records. 2. Impact evidence: Staff is prepared to meet the needs of their students.				
<b>Funding Sources:</b> Local - 0.00, IDEA-B - 0.00						
6) Provide appropriate services to all students identified as Homeless, according to the requirements of the McKinney-Vento Homeless Assistance Act.	Leader: Executive Director for Special Programs; counselors, campus administrators	1. Implementation evidence: Skyward report from each campus. 2. Impact evidence: Students in need receive assistance.				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00						
= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

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

**Performance Objective 1:** Build and efficiently utilize financial resources across all operational and capital areas. (Strategic Plan #2)

- Evaluation Data Source(s) 1:** Surveys  
 Recognition awards  
 Evaluation instruments  
 Guidelines for energy management  
 Achievement of targets  
 Construction completion  
 Staffing guidelines  
 Procedure manual  
 Implementation of updated procedures  
 Annual planning workshops  
 Review improvement checklist  
 Complete CISD Library Procedures Manual

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement management tools to ensure quality of work. - Employee recognition programs - Employee evaluation instruments	Leader: Assistant Supt. for Administrative Services	1. Implementation evidence: Meeting documentation. 2. Impact evidence: Increase morale of staff.				
2) Establish targets for utility usage and costs for district sites that are appropriate based on utility rates, facility size, type of building and use. - Update written guidelines for energy management procedures.	Leader: Assistant Supt. for Administrative Services  Others: Director of Maintenance	1. Implementation evidence: Current utility data. Industry standards. 2. Impact evidence: Campuses will be more energy efficient.				

3) Continue implementation of building automation systems for mechanical control of utility costs.	Leader: Assistant Supt. for Administrative Services  Others: Director of Maintenance	1. Implementation evidence: Explore performance contract. Energy management program. 2. Impact evidence: Improve environmental standards on the campuses.				
<b>Funding Sources:</b> Local - 0.00						
4) Better communicate how staff plans are determined and how it is decided that a new staff should be added.	Leader: Assistant Supt. for Administrative Services  Others: Director of Personnel	1. Implementation evidence: Meeting minutes. Budget analysis. 2. Impact evidence: Master schedules will be more accurate.				
<b>Funding Sources:</b> Local - 0.00						
5) Develop, update and maintain written procedures providing guidance on financial activities. - Purchasing, bid compliance, other business office services - Credit cards - Budget development and amendments - Timekeeping and attendance - Facilities maintenance and work orders - Transportation - PEIMS	Leader: Assistant Superintendent for Finance	1. Implementation evidence: Current practice, policy and procedure review. Procedure manual development Training documentation 2. Impact evidence: Better informed employees.				
<b>Funding Sources:</b> Local - 0.00						
6) Continue short-term and long-term planning budgets to address projected needs. - Revenue sources, including debt financing - General fund, entitlements and other grants - Staffing plans and guidelines - Compensation and benefit packages - Life Cycle/Replacement Schedules for facilities, equipment, technology, transportation, and other capital needs - Campus and other funding allocations levels - Proposed budgets for major funds	Leader: Assistant Superintendent for Finance  Others: Assistant Superintendent for Administrative Services	1. Implementation evidence: Planning budgets and information. 2. Impact evidence: Provide more resources for campuses with a reduction in costs.				
7) Create a system for maintaining the facilities and the accountability piece for ensuring these practices are followed.	Leader: Assistant Superintendent for Finance	1. Implementation evidence: Meeting logs 2. Impact evidence: Written procedures will be in place to ensure the facilities are well maintained.				
8) Report/Communicate completion and progress of energy efficient procedures on campuses.	Leader: Assistant Superintendent for Finance	1. Implementation evidence: Meeting logs 2. Impact evidence: More money will be available because the buildings are running more efficiently.				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

# District Funding Summary

<b>CTE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>HS Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
1	5	3			\$0.00
2	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00



1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	10	1			\$0.00
1	10	2			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00
1	10	6			\$0.00
1	10	7			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	3	3			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00

<b>IDEA-B</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	IDEAB		\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>IMA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3	Professional Development		\$0.00
1	7	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3	Professional Development		\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00

1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
2	3	6			\$0.00

**Sub-Total** \$0.00

**Title II**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
2	3	3			\$0.00

**Sub-Total** \$0.00

**Title III**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00

**Sub-Total** \$0.00

**Technology**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2			\$0.00

**Sub-Total** \$0.00

	<b>Grand Total</b> \$0.00
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# Addendums

## Appendix A

### COMPLIANCE ADDENDUM 2018-19

#### 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"> <li>1. Student fitness assessment data</li> <li>2. Student academic performance data</li> <li>3. Student attendance rates</li> <li>4. The percentage of students who are educationally disadvantaged</li> <li>5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity</li> <li>6. Any other indicator recommended by the local school health advisory council.</li> </ol>	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 Counselors	All staff trained in student safety.
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: <a href="http://www.justice.gov/us">http://www.justice.gov/us</a>	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Admin. Regs. Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

**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

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**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, 81<sup>51</sup> Legislature)

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

## Appendix A

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

## Appendix A

### 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"> <li>1. Higher education admissions and financial aid opportunities</li> <li>2. TEXAS grant program</li> <li>3. Teach for Texas grant programs</li> <li>4. The need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]</li> <li>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"> <li>• Career Cluster/Programs of Study Templates</li> <li>• Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses</li> <li>• CTE program articulated sequence of courses</li> <li>• Carl Perkins Grant Funding</li> <li>• Graduate Profile</li> <li>• Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul> </li> </ol>	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College &amp; Career resource site: <a href="http://www.texascollegeandcareer.org">www.texascollegeandcareer.org</a></p> <p>AHS wesite <a href="http://www.allenisd.org/Page/41476">http://www.allenisd.org/Page/41476</a></p>	<p>CISD Administration CTE Admin. 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>

## Appendix A

### 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 RTI process.</p> <p>District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> <li>1. Results of audit of dropout records.</li> <li>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</li> <li>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.</li> <li>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</li> <li>5. Results of an evaluation of each school-based dropout</li> </ol>	<p>Comp Ed.</p>	<p>Counselors; CIS</p>	<p>Students identified and served as At-Risk</p>

## Appendix A

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

## Appendix A

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

## Appendix A

### 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"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate,</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data,</li> <li>3. Document federal, state, and local programs that serve PFS students,</li> <li>4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation</li> </ol>	Title I	LS/PEIMS	Accurate record of Migrant Students

### Service for Pregnant Students

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

## Appendix A

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