

# Carroll Independent School District

## Carroll Senior High School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth  
Postsecondary Readiness



# Mission Statement

To provide a caring and creative learning environment that promotes excellence,  
fosters integrity and encourages each student to reach his or her academic,  
extracurricular and social potential.

## CSHS Mission

At CSHS, we will provide an excellent educational experience for each student!

# Vision

Creating an environment that foster excellence.

# Core Beliefs

- Students learn in different ways.
- Students learn best in a nurturing, respectful environment.
- Students learn best when they take responsibility for their own learning.
- Students make relevant connections between classroom instruction and societal needs to become life-long learners.

- Students succeed because of high expectations.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Approximately 1355 students attending CSHS.
- 1% of students are on Free Lunches; 2% of students are on Reduced Lunches.
- 75% White; 4% Hispanic; 1% African American; 17% Asian; <1% American Indian; 1.6% Other.

### Demographics Strengths

Programs are in place to help at-risk students in demographic groups who continue to struggle academically.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** recognizing and supporting all student groups in a diverse manner **Root Cause:** find teachers and staff to be supportive sponsors of diverse student groups

## Student Achievement

### Student Achievement Summary

- Student assessment results indicate the need to focus on all EOC tested subjects especially when reviewing through the 4 Indexes on the accountability system
- Student assessment results indicate the need to focus on subgroup achievement particularly in all EOC tested subjects
- Student assessment results indicate the need to focus on 11th grade performance on STAAR.
- PreAP and AP classes need to aim for all students to hit Level 3 on all tests.
- Meet or exceed expectations on PSAT, SAT, or ACT exams

### Student Achievement Strengths

100% of all students tested in US History passed or met standard

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** supporting the needs for students on AP exams and helping students be creative with the AP testing calendar **Root Cause:** students taking 8-10 AP exams and making the schedule work on test day

## School Culture and Climate

### School Culture and Climate Summary

- In all areas of the A's (academics, arts, athletics) CSHS creates an environment that fosters excellence
- Students are challenged to do their best and expect CSHS staff to raise the performance of each student
- CSHS provides a school environment that is safe and supportive of learning
- Providing Rachel's Challenge and HOPE Squad to assist with Resiliency Project
- Provide safety tip lines for students to report anonymously
- 96% attendance rate

### School Culture and Climate Strengths

- 2018 Graduation Rate is at 100%
- 2018 Completion Rate was 100%
- Over 96% of staff like the work they do, feel good about what they accomplished, like the people they work with, and can depend on their coworkers, and feel loyal to their team.
- Department Luncheons provided by principal each month to recognize a department
- TEAM luncheons provided by the principal to promote continuous camaraderie within the campus
- Sunshine committee involved in fostering positive culture and climate
- Para and professional of the month recognition

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** providing the support for all students in every extra-curricular activity **Root Cause:** over 85% of students are involved extra-curricular

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

100% of Carroll Senior High School teachers and paraprofessionals met Highly Qualified requirements for the 2018 - 2019 school year.

Carroll Senior High School has a mentoring program for new teachers. The program is divided into two categories, teachers new to the district and teachers new to the profession. Teachers that are new to the district, but have experience in the profession are mentored for one year and teachers that are new to the profession are mentored for two years.

Carroll ISD will attend job fairs in the spring to recruit highly qualified teacher for the 2019 - 2020 school year.

### **Staff Quality, Recruitment, and Retention Strengths**

1-5 Years Experience 5.0%

6-10 Years Experience 45.0%

11-20 Years Experience 35.0%

Over 20 Years Experience 15.0%

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

**Problem Statement 1:** working with and supporting 1st year teachers to the profession **Root Cause:** new and inexperienced teachers to specific subject areas



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

- Student assessment results indicate the need to focus on EOC tested subject, ACT, SAT, Dual credit and AP Test
- Student assessment results indicate the need to focus on subgroup achievement particularly in EOC tested subject.
- Student assessment results indicate the need to focus on 11th grade performance on ELA and writing.

### **Curriculum, Instruction, and Assessment Strengths**

- Overall, our main strength is the level of innovation and alignment with the state standards already in place in our district.
- Block Schedule has given students the ability to pass EOC tests through accelerated instruction while staying on Recommended/Distinguished Achievement Graduation Plan.

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

**Problem Statement 1:** supporting and working with our special education and 504 students **Root Cause:** increasing population of special education and 504 students

## Parent and Community Engagement

### Parent and Community Engagement Summary

- Parent volunteers and community mentors are needed
- Parent awareness of STAAR requirements
- Strengthening communication with parents

### Parent and Community Engagement Strengths

- Making response to parent emails and phone calls a priority (within 24 hours).
- Improvement of School Messenger to help keep parents informed of high school information.
- Providing a variety of ways for parents to communicate and be involved in their child's education as stated in the summary.
- Strong PTA Organization and strong booster clubs.
- Daily use of social media has greatly improved communication to parents and students
- curriculum night
- college fair night 2-3 times per year

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** being able to communicate effectively and efficiently to all stakeholders the success of all students and groups **Root Cause:** the use of social media and the many outlets of communication and how fast things are shared

## School Context and Organization

### School Context and Organization Summary

- Carroll Senior High School's focus for the 2018 - 2019 school year is to have teachers collaborate, discover and implement more research-based instructional practices focused on content area standards through PLC's.
- Teachers are aligning classroom levels of rigor to match the rigor of the new STAAR Assessment, ACT, SAT, AP Test.
- The leadership Team recognizes the need to ensure strong instructional practices at all-levels with an emphasis on addressing the performance of our sub-populations.

### School Context and Organization Strengths

Professional Learning Communities allows for daily collaboration with teachers

Monthly staff meetings that have a professional development component at each meeting

Technology professional development on a monthly basis

Monthly department meetings implementing PD

CDC meetings 3 times per year to involve all stakeholders

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** being able to challenge each student each day with more creative and innovative instruction **Root Cause:** making learning fun and excited for each student as a campus/department/content area

# Technology

## Technology Summary

- There is an ongoing need for continued growth and development in the area of student technology application proficiencies
- There is an ongoing need for continual opportunities in professional development to help increase the connection between technology, pedagogy & content knowledge for staff.
- In the field of technology there is a need for continuous improvement to both infrastructure and system programs to support the constant changes and advancements in the development of technology.
- Implement CANVAS to all staff and students as the LMS for the district
- Deploying 1:1 device to all students and implementing more technology driven instructional practices

## Technology Strengths

- \* strong supportive technology department at the district level
- \* several areas of technology training for staff
- \* 1:1 devices for all students
- \* installation of new promethean boards on campus for instruction

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** providing the 1:1 device to each student along with the support to create technology driven lessons **Root Cause:** instructional practices that are utilizing the technology provided devices across all content areas

# 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## 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,
- Male / Female 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
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1:** By monitoring 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 a 2% 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 2018-2019

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evaluating results from benchmarks exams and department test during each grading period	Core teachers Department Chairs Assistant Principals Principal	documentation of CBA's end of the grading period grades report cards formative and summative assessments EOC results				



**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:** By providing professional learning opportunities for staff, each student will be provided with engaging, relevant, and meaningful learning experiences.

**Evaluation Data Source(s) 2:** Professional development sign in sheets


**Summative Evaluation 2:**

**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:** By creating standards to more effectively prepare students to be successful in post-secondary education and career choices, students will be more college and work ready upon graduation from CISD.

**Evaluation Data Source(s) 3:** Database with partnerships formed

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Number of AP exams given, PSAT, ASVAB, College Fair, Guest speakers brought into classes	Teachers, Department Chairs, Administration and Counselors	documentation of CBA's end of the grading period grades report cards formative and summative assessments EOC results College Board - AP results				
						

**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:** Increase technology integration into the classroom through a detailed staff development plan that integrates 21st century skills.

**Evaluation Data Source(s) 4:** ITS will work with staff to better understand ways to integrate technology into the classroom.

**Summative Evaluation 4:**

**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:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, 90% of tested students will meet or exceed the Level II Standard and 70% will meet the Postsecondary Readiness Standard as measured by STAAR/EOC.

**Evaluation Data Source(s) 5:** Level II Phase-in I and Level II Final Performance on STAAR / EOC Exams

**Summative Evaluation 5:**

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

**Performance Objective 1:** 100% of teachers will be highly qualified during the 2018 - 2019 school year.

**Evaluation Data Source(s) 1:** Highly qualified survey reports from HR  
Humanex (Ventures) data from interview Themes

**Summative Evaluation 1:**

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

**Performance Objective 2:** 100% of new teachers will receive mentoring and support during 2018 - 2019 school year

**Evaluation Data Source(s) 2:** New teacher training data and mentor support documentation.


**Summative Evaluation 2:**

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

**Performance Objective 3:** Through implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect to maintain an extremely low number of discipline incidents across the campus.

**Evaluation Data Source(s) 3:** Safety Audit Reports and discipline reports.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Restorative Discipline Management and Positive Support Initiatives	Administration					
						

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

**Performance Objective 4:** Students and staff will feel safe in a conducive learning environment.

**Evaluation Data Source(s) 4:** Survey results

Formal evaluation process

Meeting minutes

FitnessGram summative data results

Training records

Program evaluations

**Summative Evaluation 4:**

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

**Performance Objective 5:** Teachers will address the needs of all students.

**Evaluation Data Source(s) 5:** TAPR

PBMAS

AYP

STAAR

Individual student achievement

SAT summative documentation

Section 504 summative documentation

Program evaluations

**Summative Evaluation 5:**

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

**Performance Objective 6:** Involvement of the Resiliency Committee, Rachel's Challenge and HOPE Squad from staff and students

**Evaluation Data Source(s) 6:** Required meetings

Assemblies

Parent University

**Summative Evaluation 6:**

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

**Performance Objective 1:** CSHS will determine program effectiveness to prioritize spending on all programs.

**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

**Summative Evaluation 1:**

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

**Performance Objective 2:** CSHS will increase awareness and understanding of campus priorities, programs, procedures, and policies that impact our learning system

**Evaluation Data Source(s) 2:** Surveys

student involvement in programs  
awards recognition  
participation of Campus Improvement Committee  
safety and security guidelines

**Summative Evaluation 2:**

# 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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