

Carroll Independent School District
Carroll Middle School
2021-2022 Campus Improvement Plan



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.

Vision

Creating an environment that fosters excellence.

Dragon Values

As Dragons we value:

Excellence

Relationships

Character and Integrity

Innovation

Open and Honest Communication

Compassionate Service

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: Student safety is a high priority and we want our students to feel that CMS is a safe place to learn.

Root Cause 1: Continual changes in society can have a strong impact on students. The current impact of the COVID 19 epidemic is challenging to manage in the public school setting.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - School Processes & Programs - Perceptions

Problem Statement 2: We continue to try to support best practices in the classrooms by maximizing the master schedule.

Root Cause 2: The increasing numbers of 504 and Special Education students creates scheduling issues around singleton course offerings and the placement of in-class support staff and co-teach staff.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs

Problem Statement 6: CMS is becoming a more culturally diverse campus and the staff recognizes the need to make changes to the curriculum to be more culturally inclusive

Root Cause 6: A steady increase of students enrolling from a wide range of international cultures.

Problem Statement 6 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics - Student Learning - Perceptions

Problem Statement 3: The school district places a large emphasis on campuses raising the percentage of students achieving mastery on state assessments.

Root Cause 3: Campus Based Assessments appear to not be as rigorous as the state assessments.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 4: CMS will continue to take advantage of opportunities to include parents and community members at the secondary level.

Root Cause 4: There are not as many opportunities for parent volunteers during the school day at the secondary level.

Problem Statement 4 Areas: Parent and Community Engagement - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators



- Attendance data






Goals

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

Performance Objective 1: 1. The number of students passing all state assessments in each of the accountability groups of At-Risk, EL, and Special Education will increase by 20% over Spring 2021 STAAR test passing rates.

Evaluation Data Sources: State assessment passing rate data received at the end of the 2020-21 assessment year.




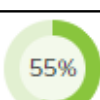
| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 1- Math Lab, 2- Dragon Den Study Hall days, 3- Content Mastery 4- CPR program, 5- Dyslexia program, 6- CM2 Classroom, 7-Supplemental Online Reading and Math Programs 8- Dragon Den MTSS, 9 -Support Staff in Classrooms, 10- PLCs 11- Extended Day T-Th 12. HB4545 Tutoring</p> <p>Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administration, Counselors, Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Math Lab and CPR (Reading) Course</p> <p>Strategy's Expected Result/Impact: Students will make gains in their areas of weakness through additional instructional support. Staff Responsible for Monitoring: Leaders: Assistant Principals. Also involved: Counselors and all ELA and math teachers.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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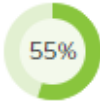





| Strategy 3 Details | Reviews | | | |
|---|--|---|---|-----------|
| Strategy 3: District EL Identification and Support *EL ELA class will be provided as needed for EL students, *Study Hall provided for EL students, *EL teacher collaborates with team teachers Strategy's Expected Result/Impact: ELL students will be able to better access the curriculum at their grade level. Staff Responsible for Monitoring: ELL teacher | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  50% | | | |
|  No Progress |  Accomplished |  Continue/Modify |  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: 70 percent of students will earn the progress measure rating of Expected or Accelerated growth in all subjects assessed by STAAR/EOC.

Evaluation Data Sources: STAAR Growth Measure reports at the end of the 2021-22 assessment year.






| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: STAAR Tutoring-targeted remediation based on student deficits. Strategy's Expected Result/Impact: Increase student performance on STAAR testing in all areas tested/tutored. Staff Responsible for Monitoring: Teachers & Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Academic Referral to counselor for students not meeting the standard. Strategy's Expected Result/Impact: Appropriate interventions will be given to students who show non-mastery of content. Staff Responsible for Monitoring: Teachers/Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: READING - (address reading intervention program here) Strategy's Expected Result/Impact: Struggling readers will gain knowledge and confidence in reading comprehension which will support all subject areas. Staff Responsible for Monitoring: LA Teachers CPR Teacher if appropriate</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: MATH - During math PLCs, teachers will collaboratively develop at least one critical thinking question for each math lesson. Provide MTSS strategies as needed or schedule Math Lab course if appropriate. Strategy's Expected Result/Impact: Students will improve their ability to think critically and apply higher level concepts. Students will make gains in areas of weakness. Staff Responsible for Monitoring: Math Department Head and Math staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 5 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| Strategy 5: WRITING 1-HB4545- STAAR Targeted Tutoring, 2-Academic Referral to counselor for students not meeting the standard, 3-Support Staff in classrooms, 4-PLC, 5-Dragon Den MTSS 6-Supplemental Online Writing Programs Strategy's Expected Result/Impact: Students will improve writing skills. Staff Responsible for Monitoring: Teachers Counselors | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: SCIENCE- 1-STAAR Tutoring-Targeted toward student deficits 7-PLC, 8-Saturday STAAR tutoring session prior to state assessment Strategy's Expected Result/Impact: Students will improve their ability to think critically and apply higher level concepts. Staff Responsible for Monitoring: Teachers Counselors | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: SOCIAL STUDIES - 1-STAAR Tutoring-Targeted toward student deficits 7-PLC 8-Saturday STAAR tutoring session prior to state assessment Strategy's Expected Result/Impact: Students will improve their ability to think critically and apply higher level concepts. Staff Responsible for Monitoring: Teachers Counselors | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: 90 percent of Gifted/Talented students will experience accelerated growth on the state assessments in all subjects assessed by STAAR/EOC.






Evaluation Data Sources: STAAR Growth Measure reports at the end of the 2021-2022 assessment year.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: 1- GT Language Arts, Science and Social Studies and Advanced Math curriculum tailored to student needs 2 - Project-based learning 3-PLC 4-Differentiated Instruction- tailored to student needs</p> <p>Strategy's Expected Result/Impact: GT students will be challenged to engage at a deeper level in the curriculum and become advocates of their learning. Staff Responsible for Monitoring: GT Coordinator, Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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: The percentage of students who reach Level III will increase by 10 percent over the most recent (Spring 2021) results in all subjects assessed by STAAR/EOC.

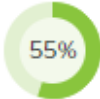




Evaluation Data Sources: Assessment results at the end of the 2021-2022 state assessment year.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 1-Higher level thinking & questioning strategies 2- Pre-AP and GT courses in Science, Social Studies and Language Arts classes, 3-PLC, 4-Pre-AP and High School level Math courses</p> <p>Strategy's Expected Result/Impact: Increase in number of students performing at the mastery level on STAAR.</p> <p>Staff Responsible for Monitoring: All Staff involved in 1 or more of these activities</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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: Student attendance will increase by at least 0.5% for the 2021-2022 school year.




Evaluation Data Sources: Final attendance report at the end of the school year.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: 1- Attendance Committee meets periodically to discuss student compliance 2- Daily phone & email communication to parent/guardian verifying absence 3- Parent and physician documentation kept on file 4- Non-compliance results in Sat. School/Seat for students 5- Attendance accountability contract (student, parent/school) Staff Responsible for Monitoring: Assistant Principal, Attendance Committee members, Attendance Secretary | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Foster continual increase in student independence through campus programs

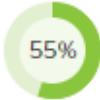
Evaluation Data Sources: Canvas Learning platform for all students; Social-Emotional Learning, and Study/Organizational Skills


| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: 1- Friends of Rachel (Power of 1) 2- HOPE Squad 3- Tutorials 4-Character Lessons 5- Study Skills lessons | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |


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


Performance Objective 1: During the 2021-2022 school year, CMS will offer a variety of activities, lessons, and councils/clubs that encourage healthy, supportive peer relationships.


Evaluation Data Sources: Character/kindness lessons, Friends of Rachel ((Power of 1), HOPE Squad, & Teambuilding in Dragon Den. We plan to look at opportunities for new activities to support our students.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 1-Character Education lessons and activities in Dragon Den, 2-Character signs and character bulletin boards, 3-Anti-Drug messages/presentations 4- Mix it Up Activity Day 5-Counseling Blog 6- "I AM..." - "You ARE"... activity</p> <p>Strategy's Expected Result/Impact: Character lessons twice a month avg., Character trait focus monthly, Announcements during focus weeks.</p> <p>Staff Responsible for Monitoring: Counselors, Teen Leadership, StuCo, Staff, Dragon Den Advisory Committee</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress

 Accomplished






 Continue/Modify

 Discontinue

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

Performance Objective 2: CMS will foster a positive school environment where students feel safe as evidenced by a decrease in the number of documented bullying/harassment incidents.






Evaluation Data Sources: Campus discipline records and PEIMS reporting data

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 1-Bullying/Harassment/Dating Violence Education, 2-Dragon Tipline Program for students to reach out for help with emotional issues, suicide, drugs, bullying, or any concern they have 3-Red Ribbon Week Activities-ex. Theme days, Dragon Den Anti-Drug Education lessons. 4-Camera Security System 5-Participate in Monthly District themes promoting positive school environment</p> <p>Strategy's Expected Result/Impact: Students have confidence in the safety systems in place, both physical safety and also their social/emotional safety and well-being.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, SRO, Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 3: Provide a safe and orderly learning environment by conducting our mandated safety drills.

Evaluation Data Sources: 1-Rapid Responder Drill Evaluations
2-CMS Crisis Management Team Protocols

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 1-Utilize visitor sign-in/out system through front office Raptor system 2-Review, update, and communicate the CMS Crisis Management Plan 3-Mandated Evacuation Drills 4-Full time On-site SRO</p> <p>Strategy's Expected Result/Impact: Students and staff have confidence in the safety systems in place, both physical safety and also their social/emotional safety and well-being. Staff Responsible for Monitoring: Admin, Counselor,s, Staff, SRO, Raptor System</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 4: To improve on state and federal planning requirements by implementing procedures and assuring Board Policies compliance through staff trainings and learning opportunities.


Evaluation Data Sources: Safe School Trainings & Responsive Learning- GT Trainings


| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: All students will participate in vigorous physical activity per state guidelines. Strategy's Expected Result/Impact: (1) Implementation will be measured by physical education class rosters. (2) Impact will be measured by students confirming their understanding of the role of physical activity in a healthy lifestyle. Staff Responsible for Monitoring: Leader: Physical Education Teachers. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: The campus will follow Carroll ISD Board Policy and ensure that all staff members complete online SafeSchools training. Strategy's Expected Result/Impact: (1) Implementation evidence: staff signatures that they received a copy of the policy. (2) Impact evidence: confirmation from staff that they understand the expectations in this policy. Staff Responsible for Monitoring: Leader: Principal | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Proper identification for services provided for all students Strategy's Expected Result/Impact: (1) Implementation evidence: all students appropriately receiving services according to state/federal timelines or in three weeks or less upon enrollment. (2) Impact evidence: all students will demonstrate appropriate academic growth on report cards, IEPs, and CBAs. Staff Responsible for Monitoring: Leader: Principal. Others involved include Counselor, Diagnostician, Registrar, Classroom Teachers. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: TBSI Training for staff Strategy's Expected Result/Impact: (1) Impact evidence: teachers' confirmation that they can fully implement TBSI, if needed. (2) Implementation evidence: professional development attendance records. Staff Responsible for Monitoring: Leader: Special Education Team Leader | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| No Progress Accomplished Continue/Modify Discontinue | | | | |


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


Performance Objective 1: Teachers will work with PTSO Disbursement Committee to request resources that will support student learning.


Evaluation Data Sources: Amount of funding provided by PTSO

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: 1) PTSO Wish List 2) Carroll Education Foundation 3) True to the Core Grants 4) We Care Funds 5) AP Booster Grants 6) Southlake Women's Club</p> <p>Strategy's Expected Result/Impact: 1) Submitted and approved teacher requests for items that enhance instruction 2) Annual grant process participation 3) Campus Programs made possible by district funds 4) Motivational programs made possible by district funds 5) Annual grant process for teachers who teach honors and Pre-AP courses 6) CMS will participate in the SWC school supply sale</p> <p>Staff Responsible for Monitoring: 1)PTSO Executive Board and campus principal 2) Campus Grant Writers and Administration 3) School Board Designation of District funds, Administration 4) Community partnerships and funds, Administration 5) Classroom teachers, campus administrators, and AP Booster officers 6) Women's Club and campus faculty</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

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

Performance Objective 2: Utilize PLCs, Curriculum Days, and district funded Professional Development to support teachers in efficient and innovative instruction for students.

Evaluation Data Sources: Eduphoria Aware student data, TEAM Evaluation goals/data, DDL courses

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Department staff development and curriculum writing session District Day of Learning Strategy's Expected Result/Impact: Teachers will sharpen their skills and learn new strategies to continue high levels of engagement. Staff Responsible for Monitoring: 1) District Curriculum Coordinators, Campus administration 2) Campus Staff and administration | Formative | | | Summative |
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Addendums

Appendix A

COMPLIANCE ADDENDUM 2021-2022

Coordinated Health - SHAC Council

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

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

Appendix A

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

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

School Year

Appendix A

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

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

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

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

Section 37.0832-Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in 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 |

Sexual Abuse and Maltreatment of Children

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

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

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

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

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State Compensatory Education: All Campuses (FASRG 9.2.3)

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

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

At Risk Students/Drop-Out Prevention

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

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

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

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Parent Information for Middle & High School

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

| Strategies | Resources | Staff Responsible | Evaluation |
|------------|-----------|-------------------|------------|
|------------|-----------|-------------------|------------|

Migrant Students

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

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

Service for Pregnant Students

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

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