

Carroll Independent School District

Old Union Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

CISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.

Tagline: Inspire Excellence

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Revised/Approved: August 15, 2022

Demographics

Demographics Summary

Old Union Elementary School is a PreK-4th grade campus housed in a building that is nearly nineteen years old. It is one of five elementary school campuses in CISD and serves the southeastern part of the community. There are approximately 500 students enrolled and about 65 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

2020-2021 Texas Academic Performance Report for Old Union

White 60.5%
Asian 17.4%
Hispanic/Latino 10.9%
Two or More Races 9.4%
Black/African American 1.5%
American Indian/Alaska Native 0.2%
Native Hawaiian/Other Pacific Islander 0.0%

Economically Disadvantaged 2.6%

English Language Learners (ELL) 5.6%

At-Risk 17.6%

Students with Dyslexia 3.4%

Title I 14.8%

Gifted and Talented 14.6%

Special Education 9.7%

Demographics Strengths

Old Union Elementary School has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. The campus has extremely high expectations for students. This is expected and valued by parents and the community.
3. The attendance rate at Old Union Elementary School was 97.7% in 2021-22
4. Students at Old Union Elementary School are very accepting of new students regardless of race or ethnicity.
5. The latest TAPR report shows 5.6% of the students are identified as ELL while 9.7% of students are identified as needing Special Education services while 14.6% qualified for Gifted and Talented Education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With a high percentage of GT students-14.6%, and a high percentage of SPED students-9.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

Student Learning

Student Learning Summary

Old Union Elementary enjoys a long history of outstanding student academic achievement.

Academic Achievement in Reading

Attendance Rate 97.7% Q3

Accelerated Student Progress in ELA/Reading 52.0% Q1

Grade 3 Reading Performance (Masters Grade Level) 72.0% Q1

Grade 4 Reading Performance (Masters Grade Level) 75.0% Q1

Total Indicators for ELA/Reading 3 of 4

Campus Distinction Outcome: 3 of 4 eligible indicators in Q1 (Top Quartile)

3 of 4 = 75%

Academic Achievement in Mathematics

Attendance Rate 97.7% Q3

Accelerated Student Progress in Mathematics 73.0% Q1

Grade 3 Mathematics Performance (Masters Grade Level) 57.0% Q2

Grade 4 Mathematics Performance (Masters Grade Level) 78.0% Q1

Total Indicators for Mathematics 2 of 4

Campus Distinction Outcome: 2 of 4 eligible indicators in Q1 (Top Quartile)

2 of 4 = 50%

Comparative Academic Growth

OLD UNION EL (220919107) CARROLL ISD 97

1 CACTUS RANCH EL (246909132) ROUND ROCK ISD 96

2 LAKEVIEW EL (061911106) NORTHWEST ISD 96

3 ROBERT H ROCKENBAUGH EL (220919104) CARROLL ISD 96

4 CANYON CREEK EL (246909125) ROUND ROCK ISD 95

5 WILLIS LANE EL (220907110) KELLER ISD 95

6 CARROLL EL (220919102) CARROLL ISD 94

7 JACK D JOHNSON EL (220919101) CARROLL ISD 94

8 RIVER RIDGE EL (246913123) LEANDER ISD 94
9 JOE V HART EL (043919102) LOVEJOY ISD 93
10 STUARD EL (184907103) ALEDO ISD 93
11 UNIVERSITY PARK EL (057911104) HIGHLAND PARK ISD 93
12 BARTON CREEK EL (227909105) EANES ISD 92
13 EANES EL (227909101) EANES ISD 92
14 GULLETT EL (227901117) AUSTIN ISD 92
15 ROBERT L PUSTER EL (043919104) LOVEJOY ISD 92
16 SHADY GROVE EL (220907108) KELLER ISD 92
17 TAYLOR EL (220906105) GRAPEVINE-COLLEYVILLE ISD 92
18 BLANTON EL (061901122) DENTON ISD 91
19 CEDAR CREEK EL (227909102) EANES ISD 91
20 CYPRESS SPRINGS EL (105904105) DRIPPING SPRINGS ISD 91
21 FLORENCE EL (220907102) KELLER ISD 91
22 LIBERTY EL (220907120) KELLER ISD 91
23 BRADFIELD EL (057911102) HIGHLAND PARK ISD 90
24 DAVID EL (170902118) CONROE ISD 90
25 FOREST TRAIL EL (227909104) EANES ISD 90
26 PINKERTON EL (057922101) COPPELL ISD 90
27 COLLEYVILLE EL (220906102) GRAPEVINE-COLLEYVILLE ISD 89
28 LEADERSHIP PREP SCHOOL (061804001) LEADERSHIP PREP SCHOOL 89
29 SERENE HILLS EL (227913105) LAKE TRAVIS ISD 89
30 WALNUT GROVE EL (220919103) CARROLL ISD 89
31 BRIDGE POINT EL (227909106) EANES ISD 85
32 ARGYLE WEST (061910103) ARGYLE ISD 83
33 HYER EL (057911103) HIGHLAND PARK ISD 83
34 MICHAEL M BOONE EL (057911106) HIGHLAND PARK ISD 80
35 ARISTOI CLASSICAL ACADEMY (101803041) ARISTOI CLASSICAL ACADEMY 77
36 BUSHLAND EL (188904101) BUSHLAND ISD 77
37 RED LICK EL (019911101) RED LICK ISD 75
38 SEASHORE LEARNING CENTER (178808101) SEASHORE CHARTER SCHOOLS 75
39 ARMSTRONG EL (057911101) HIGHLAND PARK ISD 74
40 GALATAS EL (170902120) CONROE ISD 74

Comparative Closing the Gaps

1 BLANTON EL (061901122) DENTON ISD 100
2 BRADFIELD EL (057911102) HIGHLAND PARK ISD 100
3 CACTUS RANCH EL (246909132) ROUND ROCK ISD 100
4 CANYON CREEK EL (246909125) ROUND ROCK ISD 100
5 CARROLL EL (220919102) CARROLL ISD 100
6 COLLEYVILLE EL (220906102) GRAPEVINE-COLLEYVILLE ISD 100
7 CYPRESS SPRINGS EL (105904105) DRIPPING SPRINGS ISD 100
8 DAVID EL (170902118) CONROE ISD 100

9 EANES EL (227909101) EANES ISD 100
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 26 LIBERTY EL (220907120) KELLER ISD 98
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 38 BUSHLAND EL (188904101) BUSHLAND ISD 78
 39 GALATAS EL (170902120) CONROE ISD 77
 40 SEASHORE LEARNING CENTER (178808101) SEASHORE CHARTER SCHOOLS 71

Student Learning Strengths

Below is a summary of the 2021 STAAR Campus and District Results:

- 3rd Grade Math-District 96% Approaches; 75% Meets and 49% Masters
- 3rd Grade Math-OUES 95% Approaches (-1%); 73% Meets (-2%) and 45% Masters (-4%)

- 3rd Grade Reading-District 97% Approaches; 84% Meets and 59% Masters
- 3rd Grade Reading-OUES 98% Approaches (+1%); 82% Meets (-2%) and 56% Masters (-3%)
- 4th Grade Math-District 96% Approaches; 80% Meets and 62% Masters
- 4th Grade Math-OUES 97% Approaches (+1%); 85% Meets (+5%)and 74% Masters (+12%)
- 4th Grade Reading-District 93% Approaches; 79% Meets and 52% Masters
- 4th Grade Reading-OUES 96% (+3%) Approaches; 86% Meets (+7%) and 53% Masters (+1%)
- 4th Grade Writing District 92% Approaches; 74% Meets and 40% Masters
- 4th Grade Writing-OUES 94% Approaches (+2%); 79% Meets (+5%)and 50% Masters (+10%)

Below is a summary of the 2022 STAAR Campus and District Results:

- 3rd Grade Math-District 96% Approaches; 84% Meets and 62% Masters
- 3rd Grade Math-OUES 94% Approaches (-2%); 79% Meets (-5%) and 57% Masters (-5%)
- 3rd Grade Reading-District 98% Approaches; 90% Meets and 72% Masters
- 3rd Grade Reading-OUES 96% Approaches (-2%); 89% Meets (-1%) and 72% Masters
- 4th Grade Math-District 98% Approaches; 86% Meets and 69% Masters
- 4th Grade Math-OUES 98% Approaches; 91% Meets (+5%) and 76% Masters (+7%)
- 4th Grade Reading-District 99% Approaches; 92% Meets and 72% Masters
- 4th Grade Reading-OUES 99% Approaches; 91% Meets (-1%) and 74% Masters (+2%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Teachers need to explore different ways to differentiate instruction and add rigor to improve the Limited STAAR Progress scores in math and reading.

Problem Statement 2: The Kindergarten Amplify/DIBELS assessment scores showed little growth in the area of comprehension. **Root Cause:** Students need to be taught explicit phonic instruction and the deeper comprehension level strategies through classroom lessons, guided reading, and conferring.

Problem Statement 3: With a high percentage of GT students-14.6%, and a high percentage of SPED students-9.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

School Processes & Programs

School Processes & Programs Summary

Old Union Elementary School is a professional learning community where teachers meet weekly to analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension. Our interventionist and special programs faculty (i.e. special education, behavior team, ESL, and Language Science) meet every six weeks with administration and teachers to discuss student academic and behavioral needs.

OUES works diligently to recruit, hire and retain highly qualified and student-focused staff. All teachers are evaluated yearly using the district TEAM instrument which requires goal setting, observations, walk-throughs, and pre and post conferences with administrators in order to improve overall practice.

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

OUES provides individual iPads to every student.

School Processes & Programs Strengths

Structured Professional Development on Campus Throughout the Year

- Monthly Lead and Learn Faculty Meetings
- PLC/Intervention Lead Professional Development with Administration
- Monthly Team Leader Professional Development

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 2: With a high percentage of GT students-14.6%, and a high percentage of SPED students-9.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

Perceptions

Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

Old Union Elementary School has very few problems with discipline. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be growing kindness and respect for differences.

Perceptions Strengths

Old Union Elementary School celebrates a healthy, supportive culture.

Students report that they feel safe at school.

OUES celebrates student acts of kindness.

Students readily follow school rules and expectations.

Students are accepting of students new to OUES and CISD.

Teachers feel empowered and valued. They report that OUES is a great place to work.

Administrators work closely with faculty and staff in decision-making.

Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students sometimes struggle to understand, appreciate, and respect the differences that make us unique and better together. **Root Cause:** Our school district has become a sought-after destination which has contributed to our community becoming a beautiful collection of diverse cultures and backgrounds that bring an opportunity for greater understanding, appreciation, and respect.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals



Revised/Approved: August 15, 2022







Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1:

Curriculum: Evaluate, design, and develop a vertically and horizontally aligned K-12 curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Ensure a vertically and horizontally aligned curriculum. Strategy's Expected Result/Impact: Increase in student academic growth as measured by: BOY, MOY, EOY Literacy Assessments District Common and Interim Assessments Report Cards Progress Reports I Station mCLASS/Amplify/DIBELS MTSS-progress monitoring data sheets Read Naturally Live Reading Plus Words Their Way Imagine Math ST Math Education Galaxy Reflex Math RAZ Kids Staff Responsible for Monitoring: Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure best instructional practices in the classroom and implement accountability to follow vertically and horizontally aligned curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in student academic growth as measured by:</p> <p>BOY, MOY, EOY Literacy Assessments District Common and Interim Assessments Report Cards Progress Reports I Station mCLASS/Amplify/DIBELS MTSS-progress monitoring data sheets Read Naturally Live Reading Plus Words Their Way Imagine Math ST Math Education Galaxy Reflex Math RAZ Kids</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: Objective 1.2:

Student Opportunities: Evaluate current student offerings and explore new student opportunities.







Strategy 1 Details	Reviews			
Strategy 1: Explore and assess opportunities for students to pursue their passions and non-academic interests. Strategy's Expected Result/Impact: Increased student engagement and involvement through opportunities such as: Clubs Makerspaces Open Gym/ Open Library Encore (Art, Music, PE) Science Lab Library Technology Staff Responsible for Monitoring: All Campus Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 3: Objective 1.3:

Programs: Evaluate programs that serve identified populations and create opportunities tailored to student needs.

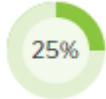





Strategy 1 Details		Reviews			
Strategy 1: Ensure compliance to support and promote standards and best practices for identified populations. Strategy's Expected Result/Impact: Increased academic performance for students served through special programs such as: SPED Quest Language Science ESL CARE 504 Staff Responsible for Monitoring: All campus staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 4: Objective 1.4:

Student Skills: Provide opportunities for students to develop essential skills for life.

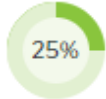



Strategy 1 Details		Reviews			
Strategy 1: Explore and create opportunities for students to cultivate communication skills. Strategy's Expected Result/Impact: Effective communication by expressing themselves in a respectful and engaging manner, both academically and socially. Staff Responsible for Monitoring: All Campus Staff ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					







Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 5: Objective 1.5:

Student Wellness: Support and enhance student and staff wellness.

Strategy 1 Details	Reviews			
Strategy 1: Promote a positive and supportive school environment that is respectful and conducive to learning and achievement for all Dragons. Strategy's Expected Result/Impact: Reduced Discipline Referrals Increased Staff Morale Staff Responsible for Monitoring: All Campus Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create opportunities that develop resilience and conflict resolution skills to support healthy staff and students. Strategy's Expected Result/Impact: Staff and students are able to navigate difficult situations when challenges arise in order to solve problems successfully for all involved. Staff Responsible for Monitoring: All Campus Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Ensure consistent application of discipline policies and processes across campuses and effectively support health and responsible behavior. Strategy's Expected Result/Impact: Consistency and continuous communication between elementary campuses. Staff Responsible for Monitoring: Elementary Administration Team (Principal, Assistant Principal, Counselor) TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

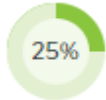





Performance Objective 1: 2.1.1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:

Develop: Design and implement a professional growth strategy for staff.







Strategy 1 Details	Reviews			
Strategy 1: Develop staff-centric, tailored professional development opportunities. Strategy's Expected Result/Impact: Improved practices based on individual, team and campus needs. Staff Responsible for Monitoring: Campus Administration Curriculum and Instruction Department TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 3: Objective 2.3:

Retain: Assess and prioritize needs of dedicated and engaged staff for retention.

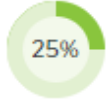





Strategy 1 Details	Reviews			
Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention. Strategy's Expected Result/Impact: Improved Staff Retention Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.2:

Privacy and Security: Develop and implement data privacy, security policies, and best practices.







Strategy 1 Details		Reviews			
Strategy 1: Identify and implement standards related to technology usages. Strategy's Expected Result/Impact: Reduced Discipline Referrals for AUP Violations Staff Responsible for Monitoring: All Campus Staff		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 2: Objective 3.3:

Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

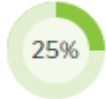





Strategy 1 Details	Reviews			
Strategy 1: Review and analyze data gathered from the district student and parent surveys related to use of technology and usability training. Strategy's Expected Result/Impact: Determine if action steps are needed. Staff Responsible for Monitoring: Campus Administration Site Based Team Leaders ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 3: Objective 3.4:

Learning Systems: Integrate and streamline learning and educational platforms across campuses with accountability and fiscal responsibility.

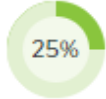







Strategy 1 Details	Reviews			
Strategy 1: All staff will meet the district expectations SeeSaw and Skyward implementation. Strategy's Expected Result/Impact: Staff compliance with district expectations. Staff Responsible for Monitoring: Campus Administration District IT ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:

Finance: Build and efficiently utilize financial resources across all operational and capital areas.

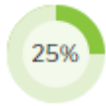





Strategy 1 Details	Reviews			
Strategy 1: Minimize the number of cross-function transfers. Strategy's Expected Result/Impact: Reduced number of needed board approvals. Staff Responsible for Monitoring: Campus Admin and Campus Secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improve the attendance rate from the 2021-22 school year. Strategy's Expected Result/Impact: Increased ADA funding. Staff Responsible for Monitoring: PEIMS Attendance Secretary and Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.








Strategy 1 Details	Reviews			
Strategy 1: Provide consistency and alignment on delivery of all campus/teacher communication. Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey Staff Responsible for Monitoring: Campus Administration and Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 2: Objective 5.2:

Marketing: Promote the Dragon brand and mission.

Strategy 1 Details	Reviews			
Strategy 1: Provide consistency and alignment of the updated district branding and communication. Strategy's Expected Result/Impact: Campus and District Branding Alignment Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

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COMPLIANCE ADDENDUM 2022-2023

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
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: 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
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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

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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 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.

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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, 81st Legislature)

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

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Special Programs

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

Strategies	Resources	Staff Responsible	Evaluation
<ul style="list-style-type: none"> Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education 	SIT Procedures	<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"> Coordination between general and special education; Disproportional and over-representation based on race and ethnicity; Positive discipline and behavioral intervention and support; Discipline and behavior management; Provision of Early Intervening Services; Increase in referrals to SAT that meet the criteria for 			

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Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

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State Compensatory Education: All Campuses (FASRG 9.2.3)

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

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

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 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	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk

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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	<p>PEIMS Coding</p> <p>PRS Program Funding</p> <p>Compensatory Education Funding</p>	<p>Records and documentation including:</p> <p>A. Verification of each pregnancy</p>	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</p> <p>Teenage Pregnancy Outreach</p> <p>Secondary Counselors</p>	<p>B. Copy of ARD & IEP</p> <p>C. PRS entry date</p> <p>D. Date of delivery</p> <p>E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period</p> <p>PRS exit date</p>	<p>pregnant students.</p> <p>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</p> <p>PEIMS Director</p>	<p>Number of migrant students served</p> <p>NCLB Compliance Report</p> <p>PBMAS</p>

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Parent Information for Middle & High School

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

Strategies	Resources	Staff Responsible	Evaluation
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Migrant Students

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

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

Service for Pregnant Students

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

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