

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



Mission Statement

CISD Mission

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

CHS Mission

At CHS we will provide an excellent educational experience for each student.

Vision

Excellence

Relationships

Character and Integrity

Innovation

Open and Honest Communication

Compassionate Service

Core Beliefs

- Collaborate with families and community to support the academic, physical, emotional, and social well-being of each student.
- Build and efficiently utilize financial resources across all operational and capital areas.

- Provide relevant technology resources, along with quality ongoing training, to integrate best-of-class learning experiences and efficient work environments.
- Provide safe and secure facilities.
- Attract, recruit, and retain highly qualified personnel.
- Identify and define students' unique gifts and abilities, and then develop resources and programs to support students' individual paths.
- Create consistencies and common expectations in educational practices across all areas.
- Develop common best practices to aid in grade level transitions.
- Provide support to all students to achieve post-secondary goals.
- Expand our culture of compassionate service through knowledge and experience.
- Develop and implement policies and action plans effectively promoting communication between students, school personnel, families and the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

59.7% White, 23.8% Asian, 11.0% Hispanic, 3.8% Black, 1.6% Native American

1% Economic Disadvantaged

49.2% Female, 50.8% Male

51.6% Freshmen, 48.4% Sophomore

Demographics Strengths

Our student population is getting more diverse each year by racial background.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our population is adding close to 4% to 5% changes every year by racial background and our faculty is not connecting to provide students similar connections. **Root Cause:** Our families are moving to CISD for reputation and our faculty is applying based on tradition.

Student Learning

Student Learning Summary

Academic Achievement Status														
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Target Met	Y		Y	Y		Y		Y			Y		Y	Y
% at Meets GL Standard or Above	90%	95%	84%	89%	*	96%	*	89%	44%	67%	40%	100%	91%	87%
# at Meets GL Standard or Above	1,225	21	113	844	*	187	*	57	7	6	39	22	974	251
Total Tests (Adjusted)	1,363	22	134	945	*	194	*	64	16	9	97	22	1,073	290
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Target Met	Y		Y	Y		Y					Y		Y	Y
% at Meets GL Standard or Above	71%	80%	66%	70%	*	88%	-	78%	50%	*	24%	100%	72%	68%
# at Meets GL Standard or Above	204	**	21	149	*	23	-	7	4	*	12	8	150	54
Total Tests (Adjusted)	286	**	32	213	*	26	-	9	8	*	51	8	207	79
Total Indicators	15 15													
Growth Status														
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Target Met	Y		Y	Y		N		Y			N		Y	Y
Academic Growth Score	69	71	66	69	*	71	*	69	*	75	57	69	69	70
Growth Points	440.0	10.0	41.0	307.5	*	59.5	*	20.0	*	4.5	21.5	5.5	357.0	83.0
Total Tests	639	14	62	447	*	84	*	29	*	6	38	8	521	118
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
Target Met	N		N	N		N					N		N	N
Academic Growth Score	66	60	58	64	*	82	-	88	36	*	36	94	67	61
Growth Points	172.0	**	15.0	126.0	*	20.5	-	7.0	2.5	*	16.0	7.5	135.5	36.5
Total Tests	262	**	26	197	*	25	-	8	7	*	45	8	202	60
Total Indicators	6 15													

Student Learning Strengths

Our students are scoring above the average on tests. Our multi-race and african american students are scoring higher than the average score. Our growth score is consistent across all areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While the student test scores are above the state average, our data shows learning gaps for our SPED population. **Root Cause:** We need to provide specific training for teachers to better serve the learning needs for sub-populations

Problem Statement 2: While the STAAR test scores are above the state average, students are showing limited growth in tested areas. **Root Cause:** The campus needs to create a systematic approach to analyzing data so teachers better understand how to meet the needs of each student.

Problem Statement 3: Our students that are border level on passing and or excelling in an area are getting lost in transition from campuses. **Root Cause:** We change schools every two years and should be working on cross campus communication.

School Processes & Programs

School Processes & Programs Summary

We have developed multiple new organizations for student populations. Students transition campuses every 2 years and can be lost in transition.

School Processes & Programs Strengths

Students are used to transitions.

By moving every two years they do not get static on one campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our attendance rate has stayed below the compared school average for 3 years. **Root Cause:** Our students are not impacted by being absent as they can make up the work with no academic concerns.

Problem Statement 2: Our students that are border level on passing and or excelling in an area are getting lost in transition from campuses. **Root Cause:** We change schools every two years and should be working on cross campus communication.

Problem Statement 3: Our population is adding close to 4% to 5% changes every year by racial background and our faculty is not connecting to provide students similar connections. **Root Cause:** Our families are moving to CISD for reputation and our faculty is applying based on tradition.

Problem Statement 4: While the STAAR test scores are above the state average, students are showing limited growth in tested areas. **Root Cause:** The campus needs to create a systematic approach to analyzing data so teachers better understand how to meet the needs of each student.

Problem Statement 5: While the student test scores are above the state average, our data shows learning gaps for our SPED population. **Root Cause:** We need to provide specific training for teachers to better serve the learning needs for sub-populations

Perceptions

Perceptions Summary

100% completion rate

98% return rate of faculty

Student council is working cross campus to help with transitions

Attendance rate

Social media is the key communicator for all students

Attendance rate 98.1%

Perceptions Strengths

Our attendance rate is higher than state average but below the comparison groups.

Our students are successful on graduation rate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our attendance rate has stayed below the compared school average for 3 years. **Root Cause:** Our students are not impacted by being absent as they can make up the work with no academic concerns.

Problem Statement 2: Our population is adding close to 4% to 5% changes every year by racial background and our faculty is not connecting to provide students similar connections. **Root Cause:** Our families are moving to CISD for reputation and our faculty is applying based on tradition.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data







Goals





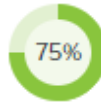

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: By monitoring the progress of all student groups, strengthening the instructional core, and implementing MTSS, Index 2 will reflect an increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will continue to exceed the state performance and show growth over campus performance in 2021-2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Continue to administer curriculum-based assessments to gather formative student achievement data to drive instruction and to assist students with interventions in the core curriculum areas. Strategy's Expected Result/Impact: Student performance data review Increased performance in student learning. Staff Responsible for Monitoring: Principal, APs, and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use data-driven processes to make instructional decisions for the placement of students in Multitiered Systems of Support (MTSS) and then train staff accordingly. Strategy's Expected Result/Impact: Increase in professional development opportunities for teachers in regards to MTSS Increased student achievement. Staff Responsible for Monitoring: Counselors, APs and teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				


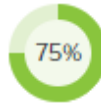


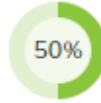

Strategy 3 Details	Reviews			
Strategy 3: Monitor procedures and continue to provide professional development in order to greater support to campus professional learning communities (PLC's). Strategy's Expected Result/Impact: Implementation evidence: PLC logs. Impact evidence: Increase performance on CBA's. Staff Responsible for Monitoring: Principal, AP's and Department leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide all students an opportunity for additional tutorial requirements available through accelerated learning. Strategy's Expected Result/Impact: Percent of students will achieve Commended on their designated state exam; STAAR. Teacher assessments: Benchmarks and semester assessments. Progress Reports. Report Cards. Staff Responsible for Monitoring: Campus administration, all counselors, all teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to provide higher level questioning strategies on tests Strategy's Expected Result/Impact: Percent of students will achieve Commended on their designated state exam; STAAR.	Formative			Summative
	Nov	Jan	Mar	June


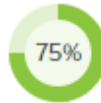


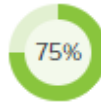





<p>Teacher assessments: Benchmarks and semester assessments. Progress Reports. Report Cards.</p> <p>Staff Responsible for Monitoring: Campus administration, all counselors, all teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<div> <div>50%</div> </div>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: Increase the number of special education students and targeted assistance student passing on level STAAR/EOC tests to be less than 10% variance between other campus groups.

Evaluation Data Sources: TAPR Report





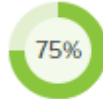








Strategy 1 Details	Reviews			
Strategy 1: Developing CM tutorial programs for students not passing courses or who have not passed previous EOC assessments. Strategy's Expected Result/Impact: Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results Staff Responsible for Monitoring: SPED Teachers, Department Chairs and APs ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Vertical and horizontal alignment of curriculum to continue to meet all student needs Strategy's Expected Result/Impact: Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results Staff Responsible for Monitoring: Department Chairs, Administrative Staff, Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use Aware and PEIMS to help identify specific student needs. Strategy's Expected Result/Impact: Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results Staff Responsible for Monitoring: Tammie Riera and Diane Bean, Department Chairs, Administrative Staff, Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to refine tutorial sessions to meet specific student needs for accelerated learning. Strategy's Expected Result/Impact: Documentation of CBA administration, Progress Reports, Teacher Assessments, Report Cards, ARD Committee, 2015-2016, 2017-2018, 2018-2019 STAAR Results Staff Responsible for Monitoring: Counselors, Department Chairs, Administrative Staff, Co-Taught Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 3: Carroll High School will support Career & Technical Education by providing opportunities to prepare all students for postsecondary success using CISD Endorsements, college and career initiatives, and community partnerships in order to enhance instruction and increase CTE district performance data above the PBMAS standard.








Evaluation Data Sources: PBMAS data, attendance at school Kick-off, agendas and minutes from meetings, PEIMS coding

Strategy 1 Details	Reviews			
Strategy 1: Students will use Naviance to complete a career survey. Strategy's Expected Result/Impact: Students will evaluate their endorsements each spring when selecting classes. Staff Responsible for Monitoring: Counseling Office ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support integration of College and Career Readiness Standards into all classrooms and integration of CTE/core academic content across various lessons/activities Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Teachers and administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase business and industry partnerships by seeking authentic opportunities for the partnership to engage on behalf of students Strategy's Expected Result/Impact: Documentation of business/industry support of CTE student organizations, program assessments, and participation in school kick-off Staff Responsible for Monitoring: Coordinator Counseling, Coordinator for Academic Courses, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  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: Implement a safe and secure environment, and maintain an extremely low number of discipline incidents across the district.










Evaluation Data Sources: campus discipline reports, BEST training agenda and roster








Strategy 1 Details	Reviews			
Strategy 1: Compile disciplinary data from campus to identify areas where students are struggling with discipline needs. Strategy's Expected Result/Impact: Safe schools data reports, campus discipline reports. Reconciliation of discipline reports - number of DAEP placements Staff Responsible for Monitoring: Principal and AP's ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 60%	 75%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Create an environment that seeks and respects input from all individuals within our educational community.

Evaluation Data Sources: Increase in communications for items from our students and community for our students to act upon




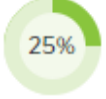


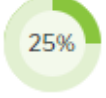
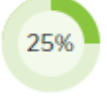





Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents/community through blog, website, Dragon Diary, and parent teacher conferences Strategy's Expected Result/Impact: An online list of groups will show constant date stamps of updates. Staff Responsible for Monitoring: Administrative Staff, Open Campus Technologist, Campus Secretaries	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate with staff through departmental meetings, CEC meetings, and staff meetings Strategy's Expected Result/Impact: Agendas will have a time for staff sharing of valuable information for all staff. Staff Responsible for Monitoring: Administrative Staff, Open Campus Technologist, Campus Secretaries ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Communicate with students through website, teacher-student conferences, and assemblies. Strategy's Expected Result/Impact: We will maintain a list of all student communications outlined. Staff Responsible for Monitoring: Administrative Staff, Open Campus Technologist, Campus Secretaries ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Develop specific mentors for students in need Strategy's Expected Result/Impact: More mentors in the building Student will have better understanding of career goals and opportunities needed to be successful. Staff Responsible for Monitoring: Counselors, Department Chairs, Administrative Staff, Co-Taught Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Collaborate with families and community to support the academic, physical, emotional, and social well-being of each student














Evaluation Data Sources: Survey results, staff evaluations, professional development training records, program evaluations, counselor newsletters and Dragon Diary

Strategy 1 Details	Reviews			
Strategy 1: Provide academic and emotional support to students through individual counseling, group counseling, and classroom guidance lessons. Strategy's Expected Result/Impact: Guidance lessons, data from campus counseling offices regarding number and type of student visits; focus topics addressing social/emotional development. Guidance curriculum; monthly counselor newsletters Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Examine transition experiences both academically and socially for students in grade 9. Strategy's Expected Result/Impact: Campus tours; transition camps/days i.e., Fish Camp. Student and parent feedback. Staff Responsible for Monitoring: Principal, APs and Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement programs that promote awareness of sexual harassment, bullying, cyberbullying, and teen dating violence Strategy's Expected Result/Impact: Classroom Guidance Data from student incidents Staff Responsible for Monitoring: Principal, APs, and Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Efficiently utilize financial resources across all operational and capital areas on campus.











Evaluation Data Sources: Budget, Survey, staffing guidelines, evaluations instruments.

Strategy 1 Details	Reviews			
Strategy 1: Communicate updated and maintain written procedures providing guidance on financial activities on campus. Strategy's Expected Result/Impact: Manual development Training of employees Fewer denials of financial transactions Staff Responsible for Monitoring: Principal and Principal secretary	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify programs that are no longer specific to our learning and remove them from budgeting needs. Strategy's Expected Result/Impact: A list of programs added and removed will be kept in the office. Staff Responsible for Monitoring: Administrative Staff, Department Chairs ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Shift resources based on the impact the strategy has on learning for students Strategy's Expected Result/Impact: Budget resources will be moved to better fit student needs. Staff Responsible for Monitoring: Administrative Staff, Department Chairs	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Increase awareness and understanding of campus priorities, programs, procedures, and policies that impact our learning system.

Evaluation Data Sources: Increase in the number of individuals working on campus projects, increase from non-CHS individuals requesting the opportunity to observe our programs.

Strategy 1 Details	Reviews			
Strategy 1: Continue to expand other social media presence to communicate with all families. Strategy's Expected Result/Impact: Principal will complete a review every Friday. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate with District Marketing to identify our campus achievements Strategy's Expected Result/Impact: Additional mentions of the CHS campus will be in E-Blasts and online in the news. Staff Responsible for Monitoring: Communications and Marketing Department ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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
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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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.

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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	Exec Dir of SpEd CIS Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.
<ul style="list-style-type: none"> • Implement Multi-Tiered System of Supports (MTSS) to facilitate: <ul style="list-style-type: none"> o Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity; o 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 			

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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"> 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. Attendance rates Pre- and post- assessment results Dropout rates 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</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. 		SpEd Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS

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