Carroll Independent School District

Eubanks Intermediate School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

Carroll ISD 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.

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

Demographics

Demographics Summary

Eubanks Intermediate School is a 5th and 6th grade campus built in 2001. It serves students in the southern part of Southlake, Texas, and is one of two intermediate campuses in Carroll ISD. There are approximately 600 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.

As designated on the Texas Academic Performance Report Campus Profile 2020-2021:

White 66.5%

Asian 18.9%

Hispanic 9.0%

African American 1.1%

American Indian 0.0%

Pacific Islander 0.0%

2 or more races 4.6%

Economically Disadvantaged 1.4%

English Language Learners 2.5%

Demographics Strengths

Eubanks Intermediate School has many strengths. Some of the most notable demographic strengths include:

- Many families move into our area just for the schools. Because our families value education we have many supportive parents and students committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Eubanks Intermediate School is consistently in the 96-98 percentile range.
- Students at Eubanks Intermediate School are very accepting of new students regardless of race or ethnicity.

- All students who withdraw enroll in other schools. No dropouts have been recorded for Eubanks Intermediate.

Student Learning

Student Learning Summary

Eubanks Intermediate School exceeded the state targets on all performance indexes and received a rating of A- 96 for the 2020-2021 school year. Eubanks Intermediate received the following eligible Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

Student Learning Strengths

Eubanks Intermediate School students achieve above the state average on all STAAR assessments in 2021:

5th grade:	Approaches	Meets	Masters
Reading	96	82	65
Math	97	94	78
Science	96	81	50

6th grade:	Approaches	Meets	Masters
Reading	92	75	53
Math	92	81	54

7th grade: Approaches Meets Masters

Math   100   99   91

Eubanks Intermediate School celebrates a healthy, supportive culture where staff and students feel valued. All stakeholders are invested in the academic success of our students. Campus administrators work closely with students and staff encouraging the to take leadership roles and seek input and guidance in the decision-making process to enhance learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Eubanks has a portion of students that are not showing growth on STAAR in math and reading. **Root Cause:** There is a focus on remediation but more needs to be provided in the way of professional development focused on enrichment and extension.

School Processes & Programs

School Processes & Programs Summary

Eubanks Intermediate is a wonderful place to work, learn and volunteer. Over the years, a culture of "family" has been established and maintained. As evident by our experiences and community reputation, Eubanks Intermediate is an effective educational environment. We will continue to strive to make Eubanks a special place while increasing staff and community involvement. Furthermore, our Eubanks Intermediate staff will continue to base all decisions on what is best for our students. The core of our work will be based upon building relationships that foster success in all areas as we strive for excellence.

School Processes & Programs Strengths

Eubanks Intermediate not only welcomes but also encourages the involvement of our Dragon families and the community.
Through communication and the use of social media, participation in school-wide activities is on the rise and continues to include most families. As a campus, we are dedicated to creating an educational partnership with all stakeholders and look forward to hosting more events for everyone to attend.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent data from our special population of students. **Root Cause:** PLCs were not focused on data and instructions and therefore, PLC meetings did not result in seeing student progress.

Perceptions

Perceptions Summary

 At Eubanks Intermediate, it is our staff that makes our school thrive. By hiring highly qualified teachers and instructional paraprofessionals, our students have access to innovative, motivated, and skilled educators. All staff members are provided professional development opportunities on campus and at the district level. Through PLCs, iAlign days, and other professional development opportunities our staff continues to collaborate and move our campus forward.

Perceptions Strengths

Eubanks Intermediate School invests in building connections and enjoys a warm, inviting future where students, teachers, and parents feel supported and accepted. Students are provided opportunities to find a place to belong and develop their leadership skills by joining a variety of clubs.   Collaborating with PTO Eubanks Intermediate provides opportunities for students and families to connect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are inconsistencies between Eubanks and Durham in terms of schedules, staffing, procedures, curriculum, and resources. **Root Cause:** Despite being in the same district the campuses are not aligned.

Priority Problem Statements

Problem Statement 1: Eubanks has a portion of students that are not showing growth on STAAR in math and reading.
Root Cause 1: There is a focus on remediation but more needs to be provided in the way of professional development focused on enrichment and extension.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Inconsistent data from our special population of students.
Root Cause 2: PLCs were not focused on data and instructions and therefore, PLC meetings did not result in seeing student progress.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There are inconsistencies between Eubanks and Durham in terms of schedules, staffing, procedures, curriculum, and resources.
Root Cause 3: Despite being in the same district the campuses are not aligned.
Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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.

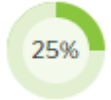| Strategy 1 Details	Reviews			
Strategy 1: Ensure a vertically and horizontally aligned curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: District Common and Interim Assessments Report Cards Progress Reports I Station MTSS-progress monitoring data sheets Education Galaxy PLC Meetings iAlign Days Increased communication between Durham and Eubanks Increased alignment with curricular assessments between Durham and Eubanks SLO with TEKs focus **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	**Nov**	**Jan**	**Mar**	**June**
	55%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure best instructional practices in the classroom and implement accountability to follow vertically and horizontally aligned curriculum.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: District Common and Interim Assessments Report Cards Progress Reports I Station MTSS-progress monitoring data sheets Education Galaxy PLC Meetings iAlign Days Increased communication between Durham and Eubanks Increased alignment with curricular assessments between Durham and Eubanks SLO with TEKs focus **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	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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November 18, 2022 11:38 AM

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and involvement through opportunities such as:	**Nov**	**Jan**	**Mar**	**June**
Clubs Encore (Art, Music, PE) Science Lab Library Technology Tutorials Dragon Den PTO Nights/Experiences Battle of the Books Field Trips Homeroom Time **Staff Responsible for Monitoring:** All Campus Staff **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress	100% 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 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance for students served through special programs such as: SPED GT 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	**Nov**	**Jan**	**Mar**	**June**
	25%			
0% No Progress	100% 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.

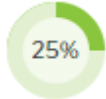**Evaluation Data Sources:** Increased participation in clubs.

Strategy 1 Details	Reviews			
Strategy 1: Explore and create opportunities for students to cultivate communication skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective communication by expressing themselves in a respectful and engaging manner, both academically and socially.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Campus Staff **ESF Levers:** Lever 3: Positive School Culture	25%			
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue
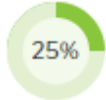
Goal 1: Goal 1

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced Discipline Referrals Alignment with Discipline Flowchart and Introduction of PBIS Increased Staff Morale Increased celebrations with Braggin' on the Dragon: Staff and Students **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	25%			

Strategy 2 Details	Reviews			
Strategy 2: Create opportunities that develop resilience and conflict resolution skills to support healthy staff and students.	**Formative**			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**
Increased alignment with Guidance Lessons Appropriate use of StopIt! Support of students through the use of Homeroom **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	25%			

Strategy 3 Details	Reviews			
Strategy 3: Ensure consistent application of discipline policies and processes across campuses and effectively support health and responsible behavior.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Consistency and continuous communication between intermediate campuses. Alignment with the implementation of the discipline flowchart. **Staff Responsible for Monitoring:** Intermediate Administration Team (Principal, Assistant Principals, Counselors) **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	25%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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.
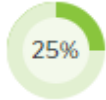
Strategy 1 Details	Reviews			
Strategy 1: Develop staff-centric, tailored professional development opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved practices based on individual, team and campus needs through iAlign, PLC Meetings, goal settings, and T-TESS.	**Nov**	**Jan**	**Mar**	**June**
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	25%			
0% No Progress 100% 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.
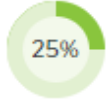
Strategy 1 Details	Reviews			
Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved Staff Retention Increased Shout outs **Staff Responsible for Monitoring:** Campus Administration PLC Teams **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	25%			
0% No Progress	100% 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 1: Objective 3.2:

Privacy and Security: Develop and implement data privacy, security policies, and best practices.
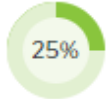
Strategy 1 Details		Reviews			
Strategy 1: Identify and implement standards related to technology usages.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced Discipline Referrals for AUP Violations Completed Compliance Bundles		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Campus Staff		25%			
	0% No Progress	100% 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.
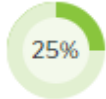
Strategy 1 Details		Reviews			
Strategy 1: Review and analyze data gathered from the district student and parent surveys related to use of technology and usability training.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Determine if action steps are needed. **Staff Responsible for Monitoring:** Campus Administration Site Based Team Leaders **ESF Levers:** Lever 1: Strong School Leadership and Planning		25%			
0% No Progress	100% 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 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 Canvas and Skyward implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff compliance with district expectations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration District IT **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	25%			

0% No Progress   100% 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.
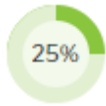
Strategy 1 Details			Reviews			
Strategy 1: Minimize the number of cross-function transfers.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced number of needed board approvals. **Staff Responsible for Monitoring:** Campus Admin and Campus Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning			**Nov**	**Jan**	**Mar**	**June**
			100%			
Strategy 2 Details			Reviews			
Strategy 2: Improve the attendance rate from the 2021-22 school year.			**Formative**			**Summative**
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			**Nov**	**Jan**	**Mar**	**June**
			25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration and Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

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.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus and District Branding Alignment **Staff Responsible for Monitoring:** Campus Administration				**Nov**	**Jan**	**Mar**	**June**
				25%			
	0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue			

Addendums

Appendix A

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

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: htt12://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Admin. Regs. Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

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

Appendix A

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

    (1)   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

    (2)   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

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

Section 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

Section 37.0832-Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:
1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can't be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

Appendix A

Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81[51] Legislature)

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

Appendix A

Special Programs

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

Strategies	Resources	Staff Responsible	Evaluation
• 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.

• Implement Multi-Tiered System of Supports (MTSS) to facilitate:
 	
   o Coordination between general and special education;
 	
   o Disproportional and over-representation based on race and ethnicity;
 	
   o Positive discipline and behavioral intervention and support;
 	
   o Discipline and behavior management;
 	
   o Provision of Early Intervening Services;
 	
   o Increase in referrals to SAT that meet the criteria for			

Appendix A

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

Strategies	Resources	Staff Responsible	Evaluation
The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about: 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. • 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	CTE Career Pathways; Graduate Profile; Carl Perkins Grant Texas College & Career resource site: www.texascollegeandcareer .org	CISD Administration Counselors Teachers	Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school

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

prevention program [TEC 11.255)			
• 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.
DAEP Requirements: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates

PREGNANCY RELATED SERVICES

Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

each/every service:	Texas Health Resources		pregnant students.
1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education	Teenage Pregnancy Outreach Secondary Counselors	B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date	Graduation of PRS program.

PRIORITY SERVICE FOR MIGRANT STUDENTS			
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
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: 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 Use NSG PFS reports to give priority to these students in MEP activities		Special Programs Executive Director PEIMS Director	Number of migrant students served NCLB Compliance Report PBMAS

Parent Information for Middle & High School

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

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

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

Strategies	Resources	Staff Responsible	Evaluation
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 Evaluation	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
Records and documentation including: A. Verification of each pregnancy B Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS