

# **Birdville Independent School District**

## **District Improvement Plan**

**2016-2017**



# Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

## Core Beliefs

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.
2. Every person is unique by design, with abilities, gifts and talents.
3. Every person has inherent value and unique potential.
4. All people are innately curious.
5. Relationships are an inherent human need.
6. Personal responsibility is essential and noble for all.
7. Family profoundly impacts who we become.
8. Character is developed through life experiences.
9. With a privilege comes responsibility and accountability.
10. A physically and emotionally safe environment encourages learning.
11. Learning is not limited by time or space.
12. Freedom is a universal desire to be promoted and preserved.
13. Values drive choices.
14. Change is constant.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Birdville ISD is an urban/suburban district in northeast Tarrant County
- District serves approximately 24,300 students
- 32 campuses
  - 21 elementary
  - 7 middle schools
  - 3 high schools
  - 1 high school of choice for students at risk
- Student ethnicity
  - 43% White
  - 40% Hispanic
  - 9% African American
  - 5% Asian
  - 3% other
- 56.4% of students are economically disadvantaged
- 19.4% of students are English language learners
- 9.1% of students are served in special education
- 100% of staff meet federal highly qualified requirements
- Of the 2015 high school cohort (the most recent data available from the state), 90.8% graduated within 4 years. Four-year graduation rates by subgroup are as follows.
  - African American - 88.0%
  - Hispanic - 88.5%
  - White - 92.7%
  - Asian - 91.3%
  - Multiracial - 91.9%
  - American Indian - 88.2%
  - Pacific Islander - 100%
  - Economic Disadvantage - 88.5%

- ELL (ever ELL in high school) - 78.9%
- Special Education - 81.5%
- Of the 1552 students graduating in 2015, 9.5% graduated under the distinguished program, 60.1% graduated under the recommended program, 29.1% graduated under the minimum program, and 1.4% graduated under the foundation program.
- Student attendance rate was 95.4% during the 2014-2015 school year, 95.6% in 2013-2014, and 95.4% in 2012-2013.
- The four-year longitudinal high school dropout rate has shown a noticeable decrease for the class of 2015:
  - Class of 2011 - 6.6%
  - Class of 2012 - 6.6%
  - Class of 2013 - 7.5%
  - Class of 2014 - 7.6%
  - Class of 2015 - 4.8%

(Updated 8/1/16)

### **Demographics Strengths**

1. The percentage of students receiving special education services has steadily been reduced from a historic high of 15.7% in 1995-96 to 9.1% in 2015-16. (AEIS/PEIMS)
2. A large percentage of students (27.6%) were served by the Career and Technology Education programs in 2015-16. Over the past 5 years enrollment in CTE programs has increased an average of about 240 students per year. (AEIS/TAPR)
3. The number of DAEP placements dropped to 375 in 2014-15 which is down from 413 in 2013-14 and 852 in 2012-13. (local records)
4. The four-year graduation rate is on an upswing from 88.5% for the class of 2014 to 90.8% for the class of 2015.
5. The four-year longitudinal dropout rate for high schools has decreased from 7.6% for the class of 2014 to 4.3% for the class of 2015 (Four-year longitudinal report).

(Updated 8/1/16)

### **Demographics Needs**

1. In 2015, the district failed to meet system safeguards for the graduation rates of economically disadvantaged students, ELL students, and those served by special education. (2015 Systems Safeguards report)

2. In 2015-2016, the percentage of students considered as at-risk for not graduating from high school in was 54.5%, which represented a six percentage point increase from 48.5% in 2014-2015. (PEIMS/TAPR)
3. The percentage of students receiving bilingual or ESL services has increased from 4.7% in 2000 to 19.5% in 2015-2016, which represents an average increase of approximately 250 students per year over that time period. (AEIS/TAPR)
4. Only 72.4% of the 2015 cohort graduates earned a diploma under the Recommended, Advanced, or Foundation Programs. (Four-year longitudinal summary report)

(Updated 8/1/16)

# Student Achievement

## Student Achievement Summary

### STAAR EOC Performance - Percentage at Level II

	Algebra I					Biology					English I			English II			US History		
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
All Students	87	84	88	88	86	91	90	97	96	94	78	75	73	79	77	79	95	95	97
Econ Disadv	81	78	83	83	83	86	85	96	94	92	71	66	67	71	69	71	91	92	94
Asian	96	96	91	91	97	97	98	97	98	99	84	78	74	85	78	79	92	97	97
African Amer	81	82	81	78	79	90	95	96	91	91	68	67	64	77	69	74	94	94	95
Hispanic	81	77	84	85	84	85	82	96	95	93	71	69	69	72	69	72	91	92	95
Two or More	88	94	95	90	94	100	89	100	94	95	82	68	83	81	78	84	100	100	100
White	91	88	91	92	88	95	94	98	97	95	85	82	78	86	84	86	97	96	98
Female	87	87	90	90	90	92	90	97	97	96	82	80	82	84	81	81	94	94	96
Male	87	81	86	86	83	91	90	97	94	92	74	71	65	75	72	76	96	96	97
LEP	65	47	59	66	72	63	48	85	79	89	24	16	35	37	22	26	75	80	76
Special Ed	73	48	59	47	40	66	66	88	69	60	31	27	20	27	22	31	70	64	78

### STAAR Performance Middle School (all grades) - Percentage at Level II

	Mathematics					Reading					Writing					Science					Social Studies				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
All Students	78	77	80	79	79	80	80	79	79	79	74	75	72	75	74	71	79	77	77	82	63	68	66	66	69
Econ Disadv	70	72	74	73	73	73	72	72	72	71	66	65	64	67	65	63	72	66	71	74	50	57	53	57	57
Asian	87	88	90	91	95	83	87	85	87	87	84	81	75	85	88	81	87	84	93	93	81	75	78	79	86
African Amer	67	67	70	70	70	76	70	72	75	70	69	72	65	67	68	63	72	60	71	67	54	63	58	60	50
Hispanic	71	72	76	74	72	74	73	73	71	71	67	68	64	66	63	61	73	70	70	76	52	56	58	56	59
Two or More	85	78	81	83	82	84	84	85	84	85	89	76	76	86	74	75	84	67	78	82	61	73	49	68	71
White	83	81	85	85	86	86	85	85	86	87	78	80	79	84	83	80	84	86	83	90	71	77	74	75	81
Female	77	76	81	80	80	83	82	81	81	81	79	79	80	82	81	69	77	75	76	82	58	64	61	64	66
Male	79	77	80	79	78	78	78	78	77	76	69	70	64	70	66	73	81	79	77	82	67	72	70	69	72
LEP	39	52	60	54	61	27	27	31	35	48	20	17	23	30	34	20	39	35	49	54	18	21	20	25	32
Special Ed	41	41	46	48	46	38	39	41	44	43	33	27	28	20	28	26	27	38	44	40	24	20	25	37	35

## STAAR Performance Elementary (all grades, English and Spanish) - Percentage at Level II

	Mathematics					Reading					Writing					Science				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
All Students	69	74	78	81	81	78	78	80	80	80	70	72	74	71	72	76	76	80	78	80
Econ Disadv	62	67	71	76	77	72	71	73	73	74	62	62	67	64	64	68	67	71	70	74
Asian	82	90	91	93	92	85	83	89	85	85	78	85	93	83	79	84	80	89	93	88
African Amer	50	60	68	73	70	62	69	72	72	70	54	59	66	63	69	56	56	74	69	70
Hispanic	64	69	71	76	77	73	71	72	74	75	63	64	67	63	65	67	65	70	67	74
Two or More	74	73	81	82	82	82	80	83	80	82	77	69	76	76	67	69	76	91	82	81
White	75	80	84	87	87	84	86	87	88	86	76	79	80	79	80	87	88	88	89	86
Female	69	74	77	81	82	80	80	83	84	83	75	77	79	78	78	70	72	79	77	82
Male	70	75	78	81	81	76	76	76	77	77	64	66	69	65	66	82	79	81	79	78
LEP	43	53	63	73	76	47	51	60	66	70	40	34	58	57	65	37	35	47	55	72
Special Ed	21	29	39	43	47	30	37	48	44	51	15	26	26	23	31	34	34	43	43	47

## ACT Performance - Historical

Year	BISD					State					National				
	Eng	Math	Read	Sci	Comp	Eng	Math	Read	Sci	Comp	Eng	Math	Read	Sci	Comp
2011	21.4	22.0	22.3	21.7	22.0	19.6	21.5	20.7	20.8	20.8	20.6	21.1	21.3	20.9	21.1
2012	21.1	22.0	22.0	21.6	21.8	19.6	21.4	20.8	20.8	20.8	20.5	21.1	21.3	20.9	21.1
2013	20.3	21.8	21.2	21.5	21.4	19.8	21.5	21.0	20.9	20.9	20.2	20.9	21.1	20.7	20.9
2014	20.3	21.6	21.7	21.6	21.4	19.8	21.4	21.1	21.0	20.9	20.3	20.9	21.3	20.8	21.0
2015	21.0	21.3	21.6	21.6	21.5	19.8	21.1	21.1	21.0	20.9	20.4	20.8	21.4	20.9	21.0
2016	20.5	21.1	21.6	21.4	21.2	19.4	20.7	21.0	20.7	20.6	20.1	20.6	21.3	20.8	20.8

## SAT Performance - Historical

	BISD			State			National					
	Crit Read	Math	Writing	Composite	Crit Read	Math	Writing	Composite	Crit Read	Math	Writing	Composite
2011	491	511	477	1479	479	502	465	1446	497	514	489	1500
2012	486	507	471	1464	474	499	461	1434	496	514	488	1498
2013	485	506	468	1459	477	499	461	1437	496	514	488	1498
2014	489	506	473	1468	479	495	461	1435	497	513	487	1497
2015	485	500	468	1453	470	486	454	1410	495	511	484	1490
2016	486	495	464	1445	466	478	449	1393	494	508	482	1484



STAR Math Performance (percentage at each tier)

		Kindergarten				Grade 1				Grade 2			
		N	%T3	%T2	%T1	N	%T3	%T2	%T1	N	%T3	%T2	%T1
2014-15	BOY	1757	10	15	75	1885	4	10	87	1792	10	18	72
	MOY	1800	10	15	76	1870	3	6	91	1782	7	10	83
	EOY	1812	4	11	84	1890	4	8	88	1790	7	9	84
2015-16	BOY	1628	16	20	64	1928	5	12	83	1856	6	16	79
	MOY	1639	9	14	78	1887	3	5	92	1868	6	9	86
	EOY	1620	4	13	82	1877	4	5	91	1871	6	8	86
		Grade 3				Grade 4				Grade 5			
		N	%T3	%T2	%T1	N	%T3	%T2	%T1	N	%T3	%T2	%T1
2014-15	BOY	1808	7	9	84	1763	5	6	89	1676	5	8	87
	MOY	1776	5	5	90	1746	4	7	89	1672	5	7	88
	EOY	1750	5	7	88	1742	4	6	90	1675	5	7	87
2015-16	BOY	1781	6	8	86	1774	6	7	87	1783	4	8	88
	MOY	1764	5	5	90	1769	5	7	89	1760	3	5	91
	EOY	1784	4	6	90	1742	5	6	88	1651	5	7	88
		Grade 6				Grade 7				Grade 8			
		N	%T3	%T2	%T1	N	%T3	%T2	%T1	N	%T3	%T2	%T1
2014-15	BOY	1752	6	9	85	1628	6	9	85	1742	7	11	82
	MOY	1707	7	12	82	1622	6	11	83	1665	8	11	82
	EOY	1752	9	9	83	1562	8	8	84	1551	9	12	80
2015-16	BOY	1719	8	9	83	1776	7	9	84	1711	7	10	83
	MOY	1695	9	9	81	1711	8	10	81	1669	7	10	83
	EOY	1637	8	9	82	1668	9	9	82	1565	8	13	79

STAR Reading Performance (percentage at each tier)

		STAR Early Literacy											
		Kindergarten				Grade 1				Grade 2			
		N	%T3	%T2	%T1	N	%T3	%T2	%T1	N	%T3	%T2	%T1
2015-16	BOY												
	MOY	1384	7	9	84	1633	7	10	83	1573	3	7	90
	EOY	1373	5	7	88	1562	4	8	88	1281	3	7	90
		STAR Reading											
		Grade 3				Grade 4				Grade 5			
		N	%T3	%T2	%T1	N	%T3	%T2	%T1	N	%T3	%T2	%T1
2015-16	BOY												
	MOY	1582	12	12	77	1695	10	14	75	1742	11	17	73
	EOY	1527	11	12	76	1697	12	14	74	1641	13	16	71
		Grade 6				Grade 7				Grade 8			
		N	%T3	%T2	%T1	N	%T3	%T2	%T1	N	%T3	%T2	%T1
2015-16	BOY												
	MOY	1658	14	19	67	1707	14	18	68	1671	15	20	65
	EOY	1649	16	17	66	1687	16	18	67	1641	16	21	63

(Updated 9/12/16)

**Student Achievement Strengths**

- STAAR (English) performance in spring 2016 exceeded state performance in all grade levels and subject areas.
- ACT performance by 2015 graduating seniors exceeded both the state and national averages across all subject areas tested.
- SAT performance by 2015 seniors exceeded state average performance in all subject areas.
- The number of students taking AP exams, the number of AP exams taken, and the number of students scoring a three on at least one exam has steadily increased over the past five years.

(Updated 8/1/16)

**Student Achievement Needs**

1. The district missed state safeguards in the areas of special education student performance in all subject areas (reading, math. writing, science, and

social studies) and for ELL performance in social studies.

2. Between the years of 2012 and 2016, STAAR reading performance has increased by only 2 percentage points at elementary (from 78% passing to 80%), and decreased by one percentage point at middle school (from 80% to 79% passing).
3. STAAR Writing performance between 2012 and 2016 has only increased by two percentage points in elementary (from 70 to 72%) and remained at 74% at middle school.
4. Between the years of 2012 and 2016, STAAR mathematics performance at middle school increased by only one percentage point (from 78% to 79%).
5. STAAR grade 8 social studies performance in 2016 demonstrated a 3-point increase over the previous year, but still lags behind performance of comparable districts.
6. SAT performance continues to be below that of the national average in all subject areas

(Updated 8/1/16)

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

#### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Study of best practices

# Goals






**Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.**

**Performance Objective 1:** Increase performance on Index 1 (Student Achievement) of the state accountability system by 5 points over 2016.

**Summative Evaluation:** Index 1 performance in 2016: 79

Index 1 performance in 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Support implementation of Tier 1 Priorities within each content area.	Elementary Education Director (Lorene Ownby)	(A) Refine and implement a process for providing campuses with actionable feedback relative to Tier I priority implementation. (B) Develop and implement a plan to increase leadership density throughout the system around Tier I priority implementation. (C) Provide necessary resources to implement Tier I priorities. (D) Evaluate the efficacy of the implementation of Tier I priorities. (E) Support campuses in use of screener data to provide differentiated Tier I instruction.				
	Director of Curriculum and Instruction (Jaimie Smith)					
	Director of Instructional Support (Clarence Simmons)					
Funding Sources: 199 - General Funds - \$175000.00, 255 - Title II - \$490000.00, 211 - Title I - \$420000.00, 199 - General Funds - \$420000.00						
2) Develop a district-wide approach to embed literacy instruction in all content areas.	Associate Superintendent for Curriculum and Instruction (Elizabeth Clark)	(A) Research and define literacy and its relationship to the new generation of assessments. (B) Identify grade level and content-appropriate strategies to address literacy. (C) Clarify the role of literacy in the Tier I priorities in each content area. (D) Provide appropriate training to teachers to deliver literacy strategies across the curriculum.				
	Director of Curriculum and Instruction (Jaimie Smith)					


<p>3) Align and revise the comprehensive professional learning plan to address the needs of adult learners.</p>	<p>Director of Instructional Support (Clarence Simmons)  Coordinator of Professional Learning (Crysten Caviness)</p>	<p>(A) Perform a needs assessment to identify gaps in meeting the needs of adult learners. (B) Develop a framework that facilitates personalized learning for staff. (C) Allocate resources to support the professional learning plan. (D) Develop processes to manage evidence of learning.</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 7</p> <p>4) Align specialized services to general education Tier I instruction to enhance student performance as appropriate to individual student needs.</p>	<p>Director of Federal, State and Local Programs (Debbie Kneeggs)  Director of Special Education (Laura Holt)</p>	<p>(A) Define and standardize processes for making decisions regarding programming, assessment, supports, and accommodations for all students receiving specialized services. (B) Provide necessary resources to implement Tier I priorities for students receiving services in specialized settings as appropriate to individual student needs. (C) Provide training to general education teachers to support the learning of students receiving specialized services. (D) Provide information to staff, parents, and community about specialized programs. (E) Ensure that all teachers providing specialized services receive training in Tier I priorities and strategies aligned to program requirements. (F) Collect data regarding the full integration of Tier 1 priorities in all classrooms, including those providing specialized services. (G) Evaluate the current RtI model. (H) Utilize recommendations from the RtI evaluation to make program adjustments.</p>				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** Increase performance on Index 2 (Student Progress) of the state accountability system by 5 points over 2016.

**Summative Evaluation:** Index 2 performance in 2016: 41

Index 2 performance in 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Design and implement a system of classroom continuous improvement.	Director of Planning, Assessment and Research (David Holland)	(A) Develop and implement a coordinated plan for training campus administrators and teacher leaders on classroom continuous improvement through venues of ILT and LoL. (B) Design and utilize a rubric to monitor implementation of CI in the classroom. (C) Facilitate campuses in development of plans to implement CI processes. (D) Pilot the development of student learning objectives for the purpose of demonstrating student growth as part of the district-wide T-TESS implementation.				
Funding Sources: 199 - General Funds: Special Projects - \$13000.00						
						








**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** Increase performance on Index 3 (Closing Performance Gaps) of the state accountability system by 5 points over 2016.

**Summative Evaluation:** Index 3 performance in 2016: 43

Index 3 performance in 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop a district framework that builds strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for students, including those served through State Compensatory Education, Title I, Title III, special education, and dyslexia programs.	Director of Federal, State, and Local Programs (Debbie Kneegs)	(A) Study districts that have been successful in closing performance gaps to identify structures, strategies, processes, or procedures that may be replicated within the district.				
	Director of Special Education (Laura Holt)	(B) Evaluate current district practice for staffing, resource allocation, and instructional programs against findings of district study. (C) Make student-centered recommendations for a coordinated plan to close learning gaps and create learning opportunities for historically under-performing student groups. (D) Design and implement a district-wide plan to enhance parent involvement.				
Funding Sources: 199 - General Funds: SCE - \$3948000.00, 199 - General Funds: SCE - \$858000.00, 263 - Title III - \$306000.00, 199 - General Funds - \$152000.00						






<p>2) Design and implement a plan to enhance the pre-K program and increase parent involvement.</p>	<p>Director of Curriculum and Instruction (Jaimie Smith)</p> <p>Coordinator of Elementary Social Studies and Preschool Programs (Dawn Fielder)</p>	<p>(A) Provide at least one evening event for Prekindergarten families in order to connect families and provide resources for kindergarten readiness.</p> <p>(B) Establishing a network of community resources by providing a brochure for parents and Facebook videos explaining community resources that Prekindergarten families may qualify for such as our school based health clinic, Dolly Parton's Imagination library, and other community based supports.</p> <p>(C) Investigate the purchase/subscription to a family engagement program such as Ready Rosie or Houghton Mifflin Harcourt.</p> <p>(D) Survey families 2 times a year to collect and record feedback from families on the family engagement plan.</p> <p>(E) Use the family engagement program analytics and the family engagement surveys to evaluate the effectiveness of the family engagement plan.</p> <p>(F) Develop a home-based parent education program for identified PK 4 families.</p>				
<p>Funding Sources: 404 - Grant - \$420000.00</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** Increase performance on Index 4 (Postsecondary Readiness) of the state accountability system by 5 points over 2016. (District in 2015 = 72)

**Summative Evaluation:** Index 4 performance in 2016: 73  
Index 4 performance in 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop and implement a plan to design student tasks and assessments aligned with the rigor of the standards.	Director of Curriculum and Instruction (Jaimie Smith)  Coordinator of Gifted/Talented and Advanced Academics (Julie Hyman)	(A) Build a cadre of teachers and administrators trained in the rigor and relevance framework. (B) Update and enhance district curriculum documents to include student tasks that are aligned to the rigor of the standards. (C) Support campuses to sustain the work of the rigor/relevance framework.				
2) Develop and implement a plan to increase the number of students earning postsecondary credit or certifications while in high school.	Director of Career and Technology Education (Linda Anderson)  Coordinator of Gifted/Talented and Advanced Academics (Julie Hyman)	(A) Broaden and expand opportunities for students to earn college credit while in high school. (B) Build teacher capacity to deliver rigorous and engaging college-level instruction. (C) Provide funding for students to take postsecondary readiness exams, including PSAT, AP, and industry licensure and certification exams. (D) Align pre-AP student tasks with expectations of AP courses to better prepare students for success on AP exams. (E) Provide support and preparation for students to take college entrance assessments.				
Funding Sources: 199 - General Funds - \$50000.00, 199 - General Funds: High School Allotment - \$145000.00						


<p>3) Develop and implement an articulated plan to ensure that students at-risk of not graduating remain in school and receive an appropriate diploma to meet or exceed their postsecondary needs, including those served through State Compensatory Education, Title I, Title III, special education, dyslexia, and pregnancy-related services.</p>	<p>Director of Federal, State, and Local Programs (Debbie Kneegs)</p> <p>Director of Special Education (Laura Holt)</p> <p>Director of Career and Technology Education (Linda Anderson)</p> <p>Executive Director of Student Services (Rick Kempe)</p>	<p>(A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within 4 years.</p> <p>(B) Investigate a plan to provide increased flexibility and personalization for students attending the alternative high school.</p> <p>(C) Partner with local employers to help support students who are working and attending school to increase the opportunity to stay involved in school and work-related activities.</p> <p>(D) Investigate the possibility of developing a family assistance center to serve district families in crisis.</p>				
<p>Funding Sources: 199 - General Funds: SCE - \$280000.00</p>						
<p>4) Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>Director of Career and Technology Education (Linda Anderson)</p>	<p>(A) Provide college and careers course to all eighth grade students.</p> <p>(B) Provide college and career awareness to elementary students.</p> <p>(C) Provide opportunities for students to apply the portrait of a graduate profile to college and career preparation.</p> <p>(D) Use the PSAT 8/9 interest and aptitude assessment to identify talents for development of graduation plans.</p>				
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 5:** Increase the total number of campus distinction designations earned by 10% as compared to 2016.

**Summative Evaluation:** Total number of campus distinction designations in 2016: 86


Total number of campus distinction designations in 2017:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop and implement a district-wide program to increase student and staff attendance.	Executive Director of Student Services (Rick Kempe)  Director of Human Resources (Paige Curry)  Associate Superintendent of Finance (Katie Bowman)	(A) Ensure that each campus designs and implements improvement plan strategies to increase student attendance.  (B) Ensure that each campus and district department designs and implements improvement plan strategies to increase staff attendance, including clarifying expectations and setting goals.				
						

**Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.**

**Performance Objective 1:** By the end of the 2016-2017 school year, 100% of classrooms will develop and monitor class goals in the area of character development using the CORE values.


**Summative Evaluation:** Campus survey data

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Infuse Community of Respect Everywhere (CORE) values into all elements of the school culture.	Guidance & Counseling Director (Donna Layer)	(A) Design student tasks that provide students with experiences to develop CORE values. (B) Design activities that will integrate CORE values throughout the campus. (C) Collect data through surveys that will be used to monitor implementation and determine impact of CORE. (D) Align CORE with the Portrait of a Graduate and elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI. (E) Develop rubrics that can be used to help teachers and students understand and progress monitor behavior. (F) Design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies. (G) Implement a Digital Citizenship and Safety program at each campus. (H) Work with administrators, teachers and community to create and sustain a school culture that aligns with our CORE values.				
						

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2016-2017 school year, every campus will establish goals for student participation in community service projects.


**Summative Evaluation:** Campus survey data

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Emphasize and provide opportunities for students to authentically learn and practice civic responsibility.	Director of Teaching and Learning (Jaimie Smith)	(A) Use community leaders to facilitate curriculum development in selecting worthy project-based learning projects that would develop a sense of civic responsibility. (B) Develop authentic learning activities in the social studies content for students to learn and have a greater appreciation for historical relevance of civic responsibility. (C) Provide students with the opportunity to display civic responsibility through project-based learning.				
						

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

**Summative Evaluation:** Annual review of student participation, Spring 2016


Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Create programs and conditions to provide children the opportunity to develop their talents, passions and strengths beyond the core curriculum.	<p>Director of Teaching and Learning (Jaimie Smith)</p> <p>Coordinator of Gifted/Talented and Advanced Academics (Julie Hyman)</p> <p>Coordinator for Career and Technology Education (Allison Vinson)</p>	<p>(A) Research programs that emphasize the development of creativity and curiosity.</p> <p>(B) Develop programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests.</p> <p>(C) Provide venues for students to demonstrate their understanding and personal integration of social, physical, and emotional wellness.</p> <p>(D) Develop students' concept of leadership and how school activities are the basis for developing those leadership skills.</p> <p>(E) Provide opportunities to students to demonstrate how their participation in activities outside the classroom align to the Portrait of a Graduate and enhance their marketability.</p> <p>(F) Investigate the possibility of designating facilities that offer specialized instructional arrangements and academies.</p> <p>(G) Integrate technology solutions and other resources and supports to enhance opportunities for children to pursue their talents, passions, and strengths.</p>				
						



**Goal 3: All students and staff will learn and work in a safe and responsive environment.**

**Performance Objective 1:** Reduce the number of recommendations or increase the number of commendations identified in district-wide safety audit as compared to prior audit results.


**Summative Evaluation:** Annual safety audit:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Perform school safety audits for all campuses and district facilities.	Student Services Executive Director (Rick Kempe)	(A) Schedule audits for fall. (B) Share audit results with campus principals and appropriate central office personnel. (C) Prioritize concerns and develop a timeline for corrective action.				
						

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the amount of time students are removed from the regular classroom due to disciplinary placements.


**Summative Evaluation:** Annual Report of Disciplinary Incidents:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement a district-wide behavioral RtI program.	Associate Superintendent for Curriculum and Instruction (Elizabeth Clark)  Elementary Education Director (Lorene Ownby)	(A) Complete the district behavior RtI plan. (B) Train staff to implement the behavior RtI plan. (C) Require campuses to align campus discipline management programs with requirements of the district RtI plan. (D) Expand the number of staff who are trained in Texas Behavior Support Initiative (TBSI) (E) Conduct an evaluation of the implementation of the behavior RtI plan. (F) Monitor the assignment of students to the DAEP and their subsequent behavioral progress.				
						

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Increase the percentage of students and staff who report feeling safe at school.


**Summative Evaluation:** Safety survey:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Collect perception data from students, staff and parents to identify strategies to improve campus safety.	Student Services Executive Director (Rick Kempe)	(A) Review the existing safety survey to ensure that the items still reflect desired information. (B) Schedule the timely administration of the safety survey so that all campuses participate at high rates. (C) Analyze results of the survey and communicate to the Board and community. (D) Identify areas in need of improvement so that they may be addressed in the current year or the following year.				
						

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** Reduce the number of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

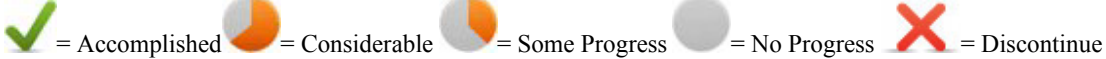
**Summative Evaluation:** Quarterly review of workers' compensation program

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop and implement a district-wide safety program.	Associate Superintendent for Finance (Katie Bowman)  Associate Superintendent for HR, Governance, and Support Services (Skip Baskerville)	(A) Provide training for district staff (B) Create and administer safety surveys for campus personnel (C) Purchase safety equipment for campuses and district departments (D) Continue to monitor the implementation of safety procedures				
						

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 5:** The district will meet all compliance requirements for improvement planning.

**Summative Evaluation:** 2016-2017 District Improvement Plan:

Strategy Description	Staff Responsible for Monitoring	Actions	Formative Reviews			
			Nov	Jan	Mar	June
1) Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents.	<p>Director of Career and Technology Education (Linda Anderson)</p> <p>Director of Instructional Support (Clarence Simmons)</p> <p>Coordinator of Gifted/Talented and Advanced Academics (Julie Hyman)</p>	<p>(A) Develop and distribute information and training modules to counselors.</p> <p>(B) Monitor implementation of training.</p>				
Funding Sources: 199 - General Funds - \$450.00						
2) Develop and maintain a district-wide coordinated health program.	Director of Health Services (Michelle Provence)	<p>(A) Establish and convene a district health advisory committee to develop or update the district-wide coordinated health plan.</p> <p>(B) Communicate requirements of SB 530 to campus principals and monitor participation of students in physical activity and collection of student fitness assessment data.</p>				
						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Align specialized services to general education Tier I instruction to enhance student performance as appropriate to individual student needs.

# Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Align specialized services to general education Tier I instruction to enhance student performance as appropriate to individual student needs.

# District Funding Summary

<b>199 - General Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Budget initiative contracted professional development; math, science, social studies resources		\$175,000.00
1	1	1	Academic coaches-elementary		\$420,000.00
1	3	1	Budget initiative: Universal screener		\$152,000.00
1	4	2	Budget initiative: PreAP curriculum development; professional development for AP; AP testing costs		\$50,000.00
3	5	1			\$450.00
<b>Sub-Total</b>					<b>\$797,450.00</b>
<b>199 - General Funds: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Interventionists		\$3,948,000.00
1	3	1	ELL support		\$858,000.00
1	4	3	Graduation coaches; pregnancy-related services		\$280,000.00
<b>Sub-Total</b>					<b>\$5,086,000.00</b>
<b>199 - General Funds: Special Projects</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	Substitutes for LoL training		\$13,000.00
<b>Sub-Total</b>					<b>\$13,000.00</b>
<b>199 - General Funds: High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	2			\$145,000.00
<b>Sub-Total</b>					<b>\$145,000.00</b>
<b>211 - Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>



1	1	1	Academic coaches-elementary		\$420,000.00
<b>Sub-Total</b>					\$420,000.00
<b>263 - Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	ELL support		\$306,000.00
<b>Sub-Total</b>					\$306,000.00
<b>255 - Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Academic coaches-middle school		\$490,000.00
<b>Sub-Total</b>					\$490,000.00
<b>404 - Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2	Early Childhood Enhancement grant		\$420,000.00
<b>Sub-Total</b>					\$420,000.00
<b>Grand Total</b>					\$7,677,450.00

# Addendums

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

DEFINITION

“Bullying” means 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.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

*Education Code 37.0832(a)–(e)*

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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BULLYING  
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages 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.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.  The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF  
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT  
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT  
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*



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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

RETALIATION	The District prohibits retaliation by a student or District employee against a student alleged to have experienced prohibited discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding allegations of prohibited discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.
PROHIBITED CONDUCT	In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
REPORTING PROCEDURES	Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should promptly report the alleged acts to a teacher, counselor, principal, other District employee, or the appropriate District official listed in this policy.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
DEFINITION OF DISTRICT OFFICIALS	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
TITLE IX COORDINATOR	Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:  Name: Joe Cammarata  Position: Associate Superintendent for Staff and Student Services  Address: 6125 E. Belknap Street, Haltom City, TX 76117  Telephone: (817) 547-5700
ADA / SECTION 504 COORDINATOR	Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates

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and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Joe Cammarata

Position: Associate Superintendent for Staff and Student Services

Address: 6125 E. Belknap Street, Haltom City, TX 76117

Telephone: (817) 547-5700

**SUPERINTENDENT** The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

**ALTERNATIVE  
REPORTING  
PROCEDURES**

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

**TIMELY REPORTING**

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

**NOTICE TO PARENTS**

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

**INVESTIGATION OF  
THE REPORT**

The District may request, but shall not require, a written report. If a report is made orally, the District official may reduce the report to written form.

**INITIAL  
ASSESSMENT**

Upon receipt or notice of the report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct, as defined by this policy. If so, the District official shall promptly authorize or undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

**CRIMINAL  
INVESTIGATION**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investiga-

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	<p>tion would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
CONCLUDING THE INVESTIGATION	<p>The investigator may prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. Any report shall be filed with the District official overseeing the investigation.</p>
NOTIFICATION OF OUTCOME	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
DISTRICT ACTION	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
PROHIBITED CONDUCT	
CORRECTIVE ACTION	<p>Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.</p>
BULLYING	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
IMPROPER CONDUCT	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
CONFIDENTIALITY	<p>Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
APPEAL	<p>A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

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RECORDS RETENTION      Retention of records shall be in accordance with FB(LOCAL) and  
CPC(LOCAL).

ACCESS TO POLICY  
AND PROCEDURES      Information regarding this policy and any accompanying proce-  
dures shall be distributed annually to employees and shall be  
made available on the District's website for students and parents.

## **Addendum to 2016-2017 District Improvement Plan**

**Subject:      Pregnancy Related Services (PRS) Program**

- A. Identification, intake documentation, and needs assessment of pregnant/postpartum students will be completed, verified, and filed by authorized personnel of the district's Assistance for School-Aged Parents program.
- B. The following services will be made available to each student eligible for PRS services:
  - 1. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher, and additional PRS contact hours for the special education homebound student provided by a certified teacher, counselor, nurse, or social worker
  - 2. Individual counseling, peer counseling/support group, and self-help programs
  - 3. Career counseling and job-readiness training
  - 4. Instruction related to child development, parenting, and home and family living
  - 5. Assistance in obtaining available services from government agencies or community service organizations, including but not limited to prenatal and postnatal health and nutrition programs, childcare services, transportation, establishment of paternity and child support
- C. The certified teacher, serving as the CEHI instructor, will maintain a log of home instruction during the period the student receives CEHI. The certified teacher, nurse, counselor, or social worker providing the additional hours of PRS services to the special education homebound student will maintain a log of PRS contact hours.
- D. Documentation of each student's participation in the PRS program will be on file with the Facilitator for School-Aged Parents. This documentation will include:
  - 1. Verification of pregnancy
  - 2. CEHI teachers' logs and PRS providers' logs
  - 3. PRS entry date
  - 4. Date of delivery
  - 5. Doctor's orders requiring either prenatal confinement or extension of the six weeks postpartum recovery
  - 6. Infant discharge papers to support break-in-service qualifications
  - 7. PRS exit date

**Addendum - District Improvement Plan – 2016-2017**

**Title I Planned Expenditures**

**Districtwide**

<u>Position</u>	<u>FTE</u>	<u>Expense</u>
State & Federal Programs Staff	3	\$176,000
Parent Liaisons	1	\$30,000
Instructional Coaches	6	\$420,000

**Supplemental Activities**

<u>Expenditure</u>	<u>Expense</u>
Campus Staff & Tutorials	\$2,743,046
Campus Instructional Materials	\$230,769
Campus Professional Development	\$175,257
Central Holdback (parent involvement, homeless, private non-profit)	\$752,000

**Title II Planned Expenditures**

**Districtwide**

<u>Position</u>	<u>FTE</u>	<u>Expense</u>
Instructional Coaches	7	\$490,000

**Activities**

<u>Expenditure</u>	<u>Expense</u>
Participating Private Non-Profit	\$20,000
Region XI	\$19,000

**Title III Planned Expenditures**

**Districtwide**

<u>Position</u>	<u>FTE</u>	<u>Expense</u>
Parent Liaisons	3	\$82,000
Secondary ESL Coaches	2	\$140,000
ESL EAs	3	\$84,000

**Activities**

<u>Expenditure</u>	<u>Expense</u>
Professional Development	\$26,500
Instructional Resources	\$114,000



**SCE Planned Expenditures**

**Elementary**

<b><u>Position</u></b>	<b><u>FTE</u></b>	<b><u>Expense</u></b>
Reading Interventionists	21	\$1,260,000
Math Interventionists	10.5	\$630,000
PK 3 Teachers	7	\$250,000
PK 3 EAs	7	\$154,000
Supplemental Intervention Teachers	1.5	\$75,000
ESL EAs	11	\$242,000

**Secondary**

<b><u>Campus</u></b>	<b><u>FTE</u></b>	<b><u>Expense</u></b>
Reading Interventionists	12	\$720,000
Math Interventionists	4	\$240,000
ELL Content Support Teachers	7.5	\$390,000
ELL Content Support EAs	8	\$176,000
Content Support/Intervention Lab EAs	14	\$308,000
Credit Recovery/EOC Remediation Teachers	6	\$330,000
Supplemental Intervention Teachers	7	\$385,000
Graduation Coaches	2	\$140,000
Alternative High School		

**Districtwide**

<b><u>Position</u></b>	<b><u>FTE</u></b>	<b><u>Expense</u></b>
Pregnancy Related Services Staff	4	\$140,000
LPAC Liaisons	3	\$150,000
State & Federal Programs Staff	3	\$220,000
Head Start Teachers	2	\$80,000
DAEP		