

Farmersville Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Mission Statement

Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum.

Vision

Realizing that each student is unique, Farmersville ISD will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville ISD is a small rural district in northeast Collin County. The district has four schools: Tatum Elementary (K-1st, Title 1 campus), Farmersville Intermediate (2nd -5th, Title 1 campus), Farmersville Junior High (6th - 8th), and Farmersville High School (9th - 12th). Although this improvement plan focuses on the 2017-2018 school year, the demographic information comes from information available in May 2017.

Student enrollment at Farmersville ISD continues to steadily grow, and during the last three years it increased by about 5%. September 2017 enrollment data shows that 1586 students are enrolled and that the Hispanic student group is fastest growing population. The primary District student groups are as follows:

- 58.3% are White
- 35.2% are Hispanic
- 3.2% are African American

American Indian students make up 0.6% of the population, and Asian students represent 0.6%. There are 2.1% claiming Two-or-More Races.

The 13.5% student mobility rate for Farmersville ISD is below the state average of 18%. The district does not have any students identified as migrant. Attendance rates have steadily increased over the last six years. At 95.8%, the attendance rate is above the state average. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education. About 3/4 of the students reside within the city limits and 1/4 of students live in a rural areas around the town. There are 11 bus routes serving the school district. Farmersville ISD's student groups include 9.6% English Language Learners (ELLs), 6.2% Gifted and Talented, and 12% Special Education. Additionally, 52.9% are economically disadvantaged, 27.6% are identified as at-risk.

Demographics Strengths

Farmersville ISD has many strengths. Some of the most notable demographics strengths include: Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success. The attendance rate at Farmersville ISD continues to go up. It increased from 96.8% in 2014-2015 to 96.9% in 2015-2016, with this year's report showing 97%. No students withdrew during 2016-2017 because they were unhappy with our district. Students at Farmersville ISD are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Second language learners are not showing the level of growth academically to their peers **Root Cause:** Second language learners struggle to acquire academic vocabulary in English

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, Farmersville ISD met these targets: Index 1 - Student Achievement. FISD Score: 85 (state target score = 60) Index 2 - Student Progress. FISD Score: 45 (state target score = 22) Index 3 - Closing Performance Gaps. FISD Score: 50 (state target score = 28) Index 4 - Post-Secondary Readiness. FISD Score 79 (state target score = 60) These scores result in FISD receiving a 2016 Texas Accountability Met Standard rating, as well as receiving the TEA Distinction Designation in *Postsecondary Readiness*.

Although we are proud of our scores, we know there is much more work to be done. On the 2017 STAAR, the following scores for all grades show the percentage at Approaches Grade Level Standard or Above: All Subjects - 85% (State 75%) Reading - 80% (State 72%) Math - 89% (State 79%) Writing - 78% (State 67%) Science - 88% (State 79%) Social Studies - 90% (State 77%)

A deep analysis of the above scores by grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2016 and 2017 STAAR data. Among 22 different STAAR exams given at 8 grade levels, only of a few of the groups showed a decrease in scores between 2016 and 2017. All of the student groups have been analyzed by individual student scores and academic standards. Intervention strategies have been implemented to accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group. Farmersville and all 4 Campuses Met Standard in the accountability system. The district will address three federal System Safeguards: ELL Reading, Mathematics and Writing as well as Special Education – Reading and Mathematics.

Student Academic Achievement Strengths

Farmersville ISD has a population of hard-working, high achieving students. District earned the only available Distinction Designation for Postsecondary Readiness.

The following campus earned Distinction Designations in the following areas:

Farmersville High School:

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science

- Academic Achievement in Social Studies
- Top 25% Student Progress
- Closing Performance Gaps
- Post-Secondary Readines

Farmersville Junior High School:

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25% Student Progress
- Closing Performance Gaps

- Post-Secondary Readines

Farmersville Intermediate

- Academic Achievement in Science

- Post-Secondary Readines

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education students are not passing at a comparable rate to their peers **Root Cause:** Students in SPED are academically two or more grade levels behind the on-level State accountability exam

District Processes & Programs

District Processes & Programs Summary

Parents, teachers, and students at Farmersville ISD take pride in our schools and our school's reputation of success. The perception of Farmersville ISD among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Farmersville ISD's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle with learning, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FISD has hired 20 new teachers for the 2017-18 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. In addition, the new teachers are assigned to mentor teachers at their respective campuses.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for twelve staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development.

The Curriculum, Instruction, and Assessment focus at Farmersville ISD is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills through unit Performance Indicators. Each quarter, each grade level teams map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Farmersville ISD. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Farmersville ISD can demonstrate how the essential 21st Century Skills are being mastered. Each campus disaggregates data based on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI and campus benchmarks for assessment. Third through fifth grade focus on STAAR, local formatives, and campus

benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" Weekly grade level PLCs are held with the principal. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. Grade levels meet weekly with the principal to analyze data and map out strategies. These strategic planning sessions are for 45 minutes a week. Student progress is monitored either as prescribed by the intervention or at one week intervals, depending on individual students' needs. The RtI committee meetings are held twice each month during professional learning time. The data from campus assessments are used to identify students that are performing below passing. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held the coordinator for RtI and the principal.

Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

In 2012-13, Farmersville ISD made a renewed commitment to the integration of instructional technology, expanding the existing iPad check-out cart program into the elementary campuses, and hiring an Instructional Technology specialist to conduct staff development and facilitate the integration of new technology into instruction. Each year since, FISD has continued updating its technology resources and adding new interactive tools, such as Promethean Boards and student response systems. FISD teachers annually complete the Texas Education Agency's School Technology and Readiness (STaR) survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 4 key areas: (1) Use of technology in teaching and learning; (2) educator preparation and development; (3) leadership, administration, and instructional support; and (4) infrastructure for technology. From 2013 to 2017, STaR ratings improved tremendously. Teachers feel much more comfortable with integrating technology into instruction, and schools scoring "Advanced Tech" in Patterns of Classroom Use went from 50% to 100% in that time, while schools rating "Advanced Tech" in implementation and mastery of Tech Apps TEKS went from 25% to 100%. Additionally, FISD teachers completed Level 1 of a Teacher Technology Proficiency assessment in spring of 2016, surveying and documenting mastery of technology skills.

District Processes & Programs Strengths

Farmersville ISD has identified the following strengths:

1. The ability to interpret and use common assessment data to drive instructional decisions
2. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community
3. Teachers accommodate special populations with more time and individualized instructional plans
4. 100% of the certified staff and 95% of the paraprofessional staff have participated in multiple professional development opportunities during this past

school year

5. Each grade level team is staffed with ESL teachers and G/T certified teachers
6. RTI is being utilized successfully with students being referred to the appropriate special population
7. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed
8. Interruptions to the instructional day are kept to a minimum
9. Safety drills are performed frequently and efficiently
10. Devices are available to all teachers (teacher computer & iPad, document camera, printer - plus technology for check-out)
11. Most teachers use technology daily
12. Teachers report general proficiency and confidence is increasing
13. The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The population of FISSD staff does not reflect the FISSD student population of English Language Learners **Root Cause:** Hispanic student population is growing at a rate faster than that of district staff

Perceptions

Perceptions Summary

Farmersville ISD works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our district and high mobility, Farmersville ISD has strengthened connections between home and school through Teacher Nights, Facebook pages, emails, and a district wide use of School Messenger and District website to help with communication and keeping parents informed.

We continually work to update the website throughout the school year, including offering as many dates as possible to help parents plan ahead. The district provides translations on the website and also with printed materials in all languages spoken in school communication. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents report our office staff at most campuses are very parent-friendly.

One of the core beliefs at Farmersville ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire district operates under what we call an Excellence for ALL. Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught, they practice, and then excellence with personal management and behavior is expected. Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Perceptions Strengths

Farmersville ISD celebrates these strengths:

The student survey reports that 88% of students feel safe at school.

The teacher survey data states that teachers feel empowered and valued by administrators. They also feel that Farmersville ISD has a supportive professional community.

% No %
Somewhat % Yes

| | | | |
|--|----|-----|-----|
| [Discipline policies and procedures are clear to school staff members.] | 1% | 13% | 86% |
| [School administrators back me up when I need it.] | 0% | 13% | 87% |
| [The teachers at this school work well with one another.] | 0% | 17% | 83% |
| [The administrators at this school work well with teachers and other school staff members in handling student discipline.] | 0% | 9% | 91% |

Farmersville ISD works hard to maintain these strengths:

- Strengthen communication between home and school, utilizing surveys, School Messenger, parent and student assess to TXGradebook, and utilizing Naviance for Jr. High and HS students.
- Strengthen bond with community by offering senior citizen passes for all home games, and Veterans Day celebrations honoring all military with ceremonies, community breakfast, and student performances to spotlight the contributions made by our military.
- The majority of parents surveyed (88%) expressed that they feel comfortable contacting their child's teachers and administrators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents have communicated that they do not encouraged to volunteer or participate on campuses **Root Cause:** A need to reevaluate and revamp modes of parental communication

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
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records
- Student surveys and/or other feedback

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals











Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Performance Objective 1: 80% of students (in all student groups) will show progress on the STAAR assessment.

Evaluation Data Source(s) 1: 2017 TEA Accountability Summary

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|------------|--|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Ensure each campus has Spanish-speaking personnel to work with students. | 9 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores | | | | |
| Funding Sources: 263 - Title III, LEP - 15309.00 | | | | | | | |
| 2) Hire additional Title 1 staff to provide small-group accelerated instruction. | 9 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports and STAAR scores |  | | | |
| 3) Implement formative assessment plan for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. Elem - All in Learning JH - All in Learning HS - Eduphoria | 1, 2, 8, 9 | Assistant Superintendent; Campus Administrators | 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores |  | | | |
| 4) Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. | 2, 4 | Technology Director; Instructional Technology Facilitator; Campus Administrators | 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction |  | | | |
| 5) Provide support for students' keyboarding skills, digital citizenship/literacy, and access to technology by creating a web-based collection of resources for students and teachers. | 2, 4, 6 | Technology Director; Instructional Technology Facilitator | 1. IMPLEMENTATION - Website and web traffic statistics 2. IMPACT - Utilization of resources and demonstration of digital skills by students |  | | | |








| | | | | | | | |
|--|------------|---------------------------------------|---|---|--|--|--|
| <p>6) Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the Linda Mood Bell program (or other identified program) to incorporate instruction on:</p> <ul style="list-style-type: none"> ~ Phonological Awareness ~ Sound-symbol Association ~ Syllabication ~ Orthography ~ Morphology ~ Syntax | 9 | Campus Administrators; Dyslexia Staff | <p>1. IMPLEMENTATION - 504 committee records</p> <p>2. IMPACT - Gains in reading skills for identified students</p> |  | | | |
| <p>7) Teachers of "transition grade" students (Headstart, Kindergarten, 1st, 5th, & 8th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.</p> | 7 | Campus Administrators | <p>1. IMPLEMENTATION - Student data sheets and course assignment sheets.</p> <p>2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.</p> |  | | | |
| <p>8) Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" | 2, 3, 4, 9 | Campus Administrators | <p>1. IMPLEMENTATION - documentation of teacher training / certification, and available resources</p> <p>2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> |  | | | |
| <p>9) Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.</p> | 7 | Campus Administrators | <p>1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation.</p> <p>2. IMPACT - Students will have information and confidence needed to be successful from the first day in the new grade.</p> |  | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Performance Objective 2: Increase SpEd passing rate for EOC English Language Arts to 60%

Evaluation Data Source(s) 2: EOC passing rate

Summative Evaluation 2:









| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.</p> | 9 | Director of Special Programs and Assessment; SpEd Case Managers; SpEd Staff | 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students |  | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Performance Objective 3: Increase SpEd passing rate for STAAR 3-8 Mathematics, Reading, and Writing to 70%

Evaluation Data Source(s) 3: STAAR 3-8 passing rate

Summative Evaluation 3:





| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|--|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.</p> | 9 | Director of Special Programs and Assessment; SpEd Case Managers; SpEd Staff | 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students |  | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Campus and District level administrators will monitor formative assessments daily to ensure student success.</p> | | Teachers; Campus Administrators; Assistant Superintendent | 1. IMPLEMENTATION - List of students pulled for targeted tutoring 2. IMPACT - Increased academic performance | | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Create / administer a rigorous STAAR level test for each 6 weeks for grade 3-11 STAAR tested subjects. Students not meeting standards will be pulled for targeted tutorials.</p> | | Teachers; Campus Administrators; Assistant Superintendent | 1. IMPLEMENTATION - List of students pulled for targeted tutoring 2. IMPACT - Increased percentage passing on benchmark and STAAR 2017 |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Performance Objective 4: Increase SpEd passing rate for STAAR 3-8 Science to 65%

Evaluation Data Source(s) 4: STAAR 3-8 passing rate

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.</p> | 9 | Director of Special Programs and Assessment; SpEd Case Managers; SpEd Staff | 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students |  | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Performance Objective 5: Increase ESL passing rate for STAAR 3-8 Mathematics, Reading, and Writing to 70%

Evaluation Data Source(s) 5: STAAR 3-8 passing rate

Summative Evaluation 5:








| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Ensure each campus has Spanish-speaking personnel to work with students. | 9 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores | | | | |
| 2) Utilize EduGence system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the EduGence system. | 8, 9, 10 | ESL Coordinator | 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessments | | | | |
| 3) Newcomer students will have iPad issued to them, with Google Translate and beginning English apps. | 9 | Campus ESL teacher | 1. IMPLEMENTATION - iPads checked out to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. | | | | |
| 4) Secondary NES students will have Rosetta Stone accounts (at school and at home, if internet access is available) to provide English tutoring. | 9 | Campus ESL Teacher | 1. IMPLEMENTATION - accounts set up and used 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. | | | | |
| 5) Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" | 2, 3, 4, 9 | Campus Administrators | 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Performance Objective 6: District will meet TEA performance indicator of "Federal Limits on Alternative Assessments".

Evaluation Data Source(s) 6: 2017 TEA Accountability Summary

Summative Evaluation 6:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 2</p> <p>1) Federal Limits on Alternative Limits will be monitored and accommodations will be appropriate to students' identified needs.</p> | 8, 10 | Director of Special Programs and Assessment; Diagnosticians | <p>1. IMPLEMENTATION - Student assessment decisions documented according to IEP</p> <p>2. IMPACT - Students taking the Alternative assessment will meet the requirement and all accommodations will be appropriate for each student</p> |  | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

Evaluation Data Source(s) 1: Personnel documentation
Teacher certificates

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|-------------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Teachers in need of additional certification will receive information about TExES administration dates and registration requirements. | 3 | Assistant Superintendent | 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position | | | | |
| 2) District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers. | 3, 4, 5 | Assistant Superintendent | 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired | | | | |
| 3) Provide recruitment and retention stipends for high-need teachers, especially Spanish teachers. | 3, 5 | Superintendent; Business Manager | 1. IMPLEMENTATION - Stipend paid to Spanish teachers 2. IMPACT - Number of new teachers retained by district | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

Performance Objective 2: Increase teacher retention rate from 85% to 90%.

Evaluation Data Source(s) 2: Exit interviews
HR data

Summative Evaluation 2:










| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Maintain Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers. | 4 | Instructional Technology Facilitator | 1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys | | | | |
| 2) Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. | 4 | Assistant Superintendent; Campus Administrators | 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Practice procedures in place for emergencies to ensure staff and student safety.

Evaluation Data Source(s) 1: Campus drill reports

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|-------------------------------------|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system. | | Front Office Staff; Police Chief | 1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways |  | | | |
| 2) All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. | 3, 4 | Campus Administrators | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis |  | | | |
| 3) Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code Â,Â§89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. | 3, 4 | Campus Administrators | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Implement drug and violence prevention programs to help reduce incidences from 11 to 0.

Evaluation Data Source(s) 2: Discipline report
School Police report

Summative Evaluation 2:










| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Conduct unscheduled drug-dog searches of campus buildings and premises. | 10 | Superintendent; District Police Chief | 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus | | | | |
| 2) The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252]. All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention. | 3, 4 | Campus Administrators | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis | | | | |
| 3) All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. | | Campus Administrators | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis | | | | |
| 4) Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. | | Campus Administrators; Counselors | 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents | | | | |
| 5) District-wide discipline management system will be utilized, where administrators will log all discipline into TxEIS system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time. | | Campus Administrators; Counselors | 1. IMPLEMENTATION - TxEIS discipline logs 2. IMPACT - reduced number of incidents on TxEIS | | | | |
| 6) All campus counselors and administrators will be trained on harassment and dating violence each year. | | Campus Administrators; Counselors | 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase graduation rate from 95% to 98%

Evaluation Data Source(s) 1: 2017 graduation rate

Summative Evaluation 1:









| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school | 9 | Campus Administrators | 1. IMPLEMENTATION - student participation in programs 2. IMPACT - reduced number of students lacking the required credit hours |  | | | |
| 2) Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.). | 2, 9 | Campus Administration; Technology Department; Teachers | 1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work |  | | | |
| 3) Provide homebound services to ensure pregnant students maintain grades and credits for graduation. | 9 | Campus Administrators; Counselors | 1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Increase longitudinal RHSP/DAP/FHSP-E/FHSP-DLA graduates from 84% to 95%.

Evaluation Data Source(s) 2: 2017 graduation rate

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|----------------------|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Every student will have a graduation plan and will meet with a counselor annually to review progress toward the completion of the plan. | 2, 9 | Secondary Counselors | 1. IMPLEMENTATION - degree plans on file, meeting minutes and notes 2. IMPACT - increase in graduation rate |  | | | |
| 2) Every secondary student will have access to Naviance to inquire or plan for their careers post-graduation | | Secondary Counselors | 1. IMPLEMENTATION - Naviance accounts and usage data 2. IMPACT - Increased involvement in post-secondary planning |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 5: The district will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. The district will increase the percent of district examinees scoring at or above the criterion score to meet the state acknowledgement standard or higher.

Performance Objective 1: Increase percentage of participation from 49.5% of students taking the SAT/ACT to 70%

Evaluation Data Source(s) 1: Number of students taking tests

Summative Evaluation 1:








| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) All Juniors and Seniors will receive information about the benefits of applying for Free/Reduced lunch, with a focus on opportunities for financial aid for college and entrance exams. | 9, 10 | HS Administrators; HS Counselors | 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications | | | | |
| 2) HS counselors will provide SAT / ACT information to teachers and students, and encourage use of fee waivers granted to EcDis senior students. | 2, 7, 9 | HS Administrators; HS Counselors | 1. IMPLEMENTATION - class meeting documentation / agendas 2. IMPACT - SAT / ACT registrations | | | | |
| 3) Students and families will receive information pertaining to college applications and financial aid (including TEXAS Grant and Teach for Texas Grant) - especially geared toward lower socioeconomic families - through brochures and website. | 6, 7, 10 | HS Counselors; Webmaster | 1. IMPLEMENTATION - website created and updated 2. IMPACT - site traffic statistics, increase in number of students applying for financial aid and college, and taking SAT/ACT | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: The district will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. The district will increase the percent of district examinees scoring at or above the criterion score to meet the state acknowledgement standard or higher.

Performance Objective 2: 26% of students taking SAT / ACT will score at or above the criterion score

Evaluation Data Source(s) 2: TAPR 2017
SAT/ACT results

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Counselor will work with Collin County Community college to ensure the availability of HS / college level dual-credit courses: AP Spanish 4, AP Biology, English, College algebra, Trigonometry, Government and Economics, Medical Terminology and Management, and US History. | 2, 7 | HS Administrators; HS Counselors; HS and CCCC Teachers; Technology Director | 1. IMPLEMENTATION - number of students enrolled in concurrent courses 2. IMPACT - number of students receiving college credit; Number of students entering college |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 6: The district will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: Attendance rate will be increased from 97% to 98%

Evaluation Data Source(s) 1: TAPR 2017
PEIMS

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) District Truancy Plan (attached), will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed. | | Campus Administrators | 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate | | | | |
| 2) Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed. | 10 | Assistant Superintendent; Campus Administrators; Counselors | 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 7: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 1: 100% of families of LEP students will have communication provided in the home language.

Evaluation Data Source(s) 1: Documentation of home-school communication; website statistics

Summative Evaluation 1:








| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide translation services on website. | 6 | Instructional Technology Director | 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students | ✓ | | | |
| 2) Ensure each campus has Spanish-speaking personnel to communicate with parents. | 6 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students | ✓ | | | |
| 3) Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home. | 6 | ESL Coordinators | 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students | | | | |
| | | | | | | | |

Goal 7: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: 100% of Title 1 students will have home-school compacts and family communication.

Evaluation Data Source(s) 2: Documentation of home-school communication; signed home-school compacts

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5. | 2, 6 | Principals; Title 1 Teachers | 1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success | | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | | |
| 2) Host Title 1 Parent Night meeting at K-5 campuses. | 2, 6 | Title 1 Coordinator; Title 1 Teachers; Principals | 1. - IMPLEMENTATION - sign-in sheets, agendas 2. - IMPACT - parents knowledgeable of Title 1 program and its purpose to accelerate learning |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 2 | 1 | Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency. |
| 1 | 3 | 1 | Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency. |
| 1 | 4 | 1 | Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency. |

State Compensatory

Budget for District Improvement Plan:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------|---|---------------|
| 6100 Payroll Costs | | |
| 19911611200xxx724xxx | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$3,465.00 |
| 19911611903xxx724xxx | 6117 Homebound - Locally Defined | \$7,250.00 |
| 19911611901xxx724xxx | 6117 Supplemental Pay/Extra Duty Pay - Locally Defined | \$5,400.00 |
| 19911611902xxx724xxx | 6117 Supplemental Pay/Extra Duty Pay - Locally Defined | \$26,250.00 |
| 19911611924xxx724xxx | 6117 Supplemental Pay/Extra Duty Pay - Locally Defined | \$2,000.00 |
| 199.31.6119.xx.999.7.24.xxx | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$67,507.00 |
| 19911611900xxx724xxx | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$121,300.00 |
| 19911612900xxx724xxx | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$140,319.00 |
| 199.34.6129.xx.999.7.24.xxx | 6129 Salaries or Wages for Support Personnel | \$15,000.00 |
| 199.31.6141.xx.999.7.24.xxx | 6141 Social Security/Medicare | \$1,061.00 |
| 199.34.6141.xx.999.7.24.xxx | 6141 Social Security/Medicare | \$280.00 |
| 19911614100xxx724xxx | 6141 Social Security/Medicare | \$5,800.00 |
| 199.31.6142.xx.999.7.24.xxx | 6142 Group Health and Life Insurance | \$1,350.00 |
| 199.34.6142.xx.999.7.24.xxx | 6142 Group Health and Life Insurance | \$300.00 |
| 19911614200xxx724xxx | 6142 Group Health and Life Insurance | \$10,650.00 |
| 199.31.6143.xx.999.7.24.xxx | 6143 Workers' Compensation | \$650.00 |
| 199.34.6143.xx.999.7.24.xxx | 6143 Workers' Compensation | \$50.00 |
| 19911614300xxx724xxx | 6143 Workers' Compensation | \$1,450.00 |
| 199.31.6144.xx.999.7.24.xxx | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$3,300.00 |
| 199.34.6144.xx.999.7.24.xxx | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$1,000.00 |
| 199.31.6146.xx.999.7.24.xxx | 6146 Teacher Retirement/TRS Care | \$2,028.00 |
| 199.34.6146.xx.999.7.24.xxx | 6146 Teacher Retirement/TRS Care | \$208.00 |

| | | |
|--|--|---------------------|
| 19911614600xxx724xxx | 6146 Teacher Retirement/TRS Care | \$2,056.00 |
| 19911614900xxx724xxx | 6149 Employee Benefits | \$16,125.00 |
| 6100 Subtotal: | | \$434,799.00 |
| 6200 Professional and Contracted Services | | |
| 199.93.6223.01.999.7.24.911 | 6223 Student Tuition - Other Than Public Schools | \$50,000.00 |
| 199.95.6223.01.999.7.24.911 | 6223 Student Tuition - Other Than Public Schools | \$15,000.00 |
| 199.95.6223.04.999.7.24.911 | 6223 Student Tuition - Other Than Public Schools | \$15,000.00 |
| 6200 Subtotal: | | \$80,000.00 |
| 6300 Supplies and Services | | |
| 199.31.6349.01.999.7.24.998 | 6339 Testing Materials | \$2,900.00 |
| 199.11.6395.89.001.7.24.911 | 6399 General Supplies | \$13,500.00 |
| 199.11.6399.xx.xxx.7.24.xxx | 6399 General Supplies | \$8,200.00 |
| 6300 Subtotal: | | \$24,600.00 |
| 6400 Other Operating Costs | | |
| 199.13.6499.xx.xxx.7.24.xxx | 6499 Miscellaneous Operating Costs | \$1,050.00 |
| 6400 Subtotal: | | \$1,050.00 |

Personnel for District Improvement Plan:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------------|----------------------------|-------------------------|------------|
| Barrera, Miriam | Middle School Support Aide | Middle School ESL | .5 |
| Cathey, Ashley | Teacher | JH Math | .25 |
| Davis, Delores | Learning Lab Aide | Learning Lab | 1.0 |
| Hoffman, Rene | Special Program Aide | Special Programs | .5 |
| King, Carrie | Head Start Teacher | Head Start Preschool | .34 |
| Mason, Martha | Computer Lab Aide | Elementary Computer Lab | 1.0 |
| McGuffey, Brandy | Learning Lab Teacher | Learning Lab | .43 |
| Page, Nancy | Teacher | HS Math | .17 |
| Pulliam, Pam | Learning Lab Teacher | Learning Lab | .43 |
| Reeves, Chonte | EOC Coordinator | EOC Support | .17 |
| Thomas, Evelyn | Special Programs Aide | Special Programs | .5 |
| Watkins-Wright, Alicia | Student support aide | Special Programs | 1.0 |

Title I

Schoolwide Program Plan

Farmersville ISD has four campuses which qualify to receive Title I Part A funds. However, the SBDM Committee has determined that district funds would best be used at the two elementary campuses. Tatum Elementary (PK-1) and Farmersville Intermediate (grades 2-5) participate in schoolwide programs. Districtwide, the Economic Disadvantaged rate is 52.9%. 59.5% of Tatum students are coded Economically Disadvantaged, with 57.6% of Intermediate students so coded.

The Campus Improvement Plans for Tatum and Intermediate incorporate their schoolwide Title I program plan, along with the ten schoolwide components. The District Improvement Plan incorporates the ten schoolwide components, and these performance objectives and strategies of the DIP are in turn supported by the Campus Improvement Plans of each campus.

Assurances for the Education of Students in Foster Care:

- Farmersville ISD will collaborate with the State and local child welfare agency to designate a point of contact regarding ESSA transportation planning.
- Farmersville ISD will collaborate with state and/or local child welfare agency to develop and implement written procedures for providing, arranging, and paying for transportation to maintain children in foster care in their school of origin when doing so is in their best interest.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

All FISSD campuses, including Tatum and Intermediate, utilize a campus Comprehensive Needs Assessment, which is referenced in their CIPs. Their CIP teams are an integral part of the completion of the CNA. Additional details will be found in the individual CIPs.

2: Schoolwide Reform Strategies

All FISSD schools (including the two Title 1 campuses) utilize schoolwide reform strategies, which are referenced and described in their CIPs. Additional details will be found in the individual CIPs.

3: Instruction by highly qualified professional teachers

All FISSD schools (including the two Title 1 campuses) have hired 100% certified teachers, and continue to provide research-based professional development on topics identified as areas of need by the Comprehensive Needs Assessment. Additional details will be found in the individual CIPs.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

All FISD schools (including the two Title 1 campuses) have hired 100% certified teachers, and continue to provide research-based professional development on topics identified as areas of need by the Comprehensive Needs Assessment. In addition, professional development is provided to principals, paraprofessionals, and other campus / district staff. Additional details will be found in the individual CIPs.

5: Strategies to attract highly qualified teachers

All FISD schools (including the two Title 1 campuses) have hired 100% certified teachers, and continue to recruit highly-qualified teachers, offering stipends for teachers in areas of greatest need.

6: Strategies to increase parental involvement

FISD provides strategies to increase parental involvement at the district level, primarily focusing on electronic communication and translation services.

Tatum and Intermediate are served by a K-5 PTO organization, comprised of parents, teachers, and administrators from both schools. These organizations are active in fundraising and providing special events for teachers (with their "teacher appreciation committee") and for the school community (providing a hot dog picnic for back-to-school "Meet the Teacher" night). Additional details regarding activities to increase parental involvement will be found in the individual CIPs.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The district utilizes an early childhood campus, Tatum Elementary, to focus on the smooth transition from the Headstart Program into Kindergarten and then into first grade. Teachers train together to ensure coordinated efforts between the grade levels.

In addition, students at each "transition grade" (Kindergarten, 1st grade, 5th grade, and 8th grade) are provided an orientation session, visiting the upcoming school and meeting teachers. Teachers at each of the transition grades work with the receiving campus to ensure students are provided the appropriate educational services.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

All campuses (including Tatum and Intermediate) utilize a campus Comprehensive Needs Assessment, which is referenced in their CIPs. Their teachers are an integral part of the completion of the CNA, the selection / implementation of schoolwide reform strategies, and in the selection / assignment of academic assessments. Additional details will be found in the individual CIPs.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic

achievement standards

All campuses (including Tatum and Intermediate) utilize formative assessment and instructional programs designed to provide timely assistance for students who are having difficulty. Special emphasis is focused on students who are At-Risk, Title 1, English Language Learners, and Special Ed. Additional details will be found in the individual CIPs.

10: Coordination and integration of federal, state and local services and programs

FISD makes every effort to coordinate and integrate the various services funded by the federal, state, and local programs, primarily focusing on the needs of at-risk students and/or students struggling academically.

Tatum and Intermediate support these objectives and strategies, as described in their individual CIPs.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|---------------------------|------------------------|------------|
| Cheryl Smith | Title 1 Reading | Tatum | .5 |
| Erin Lisman | Title 1 Aide | Tatum | 1 |
| Jon Marie Russmann | Title 1 Math | Intermediate | 1 |
| Trish Carnagey | Instructional Facilitator | Intermediate and Tatum | .5 |
| Trista Williams | Title I Reading | Intermediate | 1 |

District Improvement Plan Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|--------------------|---|
| Administrator | Wayne Callaway | High School Principal |
| Administrator | Tad Myers | Intermediate Principal |
| Administrator | Ginger Ketcher | Tatum Principal |
| Administrator | Cory Malcolm | Junior High Principal |
| District-level Professional | Fran Mahaffey | Instructional Technology Facilitator |
| District-level Professional | Christyna Skidmore | Junior High Counselor |
| District-level Professional | Garry Jameson | Assistant Superintendent |
| District-level Professional | Josh Martin | Director of Special Programs and Assessment |
| Classroom Teacher | Lisa Morrison | ESL / Dyslexia |
| District-level Professional | Saundra Hess | Intermediate Counselor |
| District-level Professional | Jill Cooper | High School Counselor |
| Classroom Teacher | Candy Delorantis | High School Teacher |
| Classroom Teacher | Chonte Reeves | FHS Teacher |
| Classroom Teacher | Misty Hornbuckle | Intermediate Teacher |
| Classroom Teacher | Michelle Anderson | Intermediate Teacher |
| Classroom Teacher | Shelley Strawn | Tatum Teacher |
| Classroom Teacher | Sarah Brown | Tatum Teacher |
| Classroom Teacher | Paula Wilfong | FJH Teacher |
| Classroom Teacher | Kinslie Campbell | FJH Teacher |
| Community Representative | Chad Whitaker | Local Employer |
| Parent | Shannon Spaulding | Parent |
| Parent | Lori Carr | Parent |
| Parent | Melissa Grabowski | Parent |

District Guidance and Technical Assistance for Planning

| Committee Role | Name | Position |
|-----------------------------|----------------|---|
| Administrator | Amber Pennell | CFO |
| Administrator | Trish Carnagey | Federal Programs |
| Administrator | Garry Jameson | Assistant Superintendent |
| District-level Professional | Josh Martin | Director of Special Programs and Assessment |
| District-level Professional | Fran Mahaffey | Instructional Technology |
| District-level Professional | Wiley Sullivan | Technology Director |

Addendums

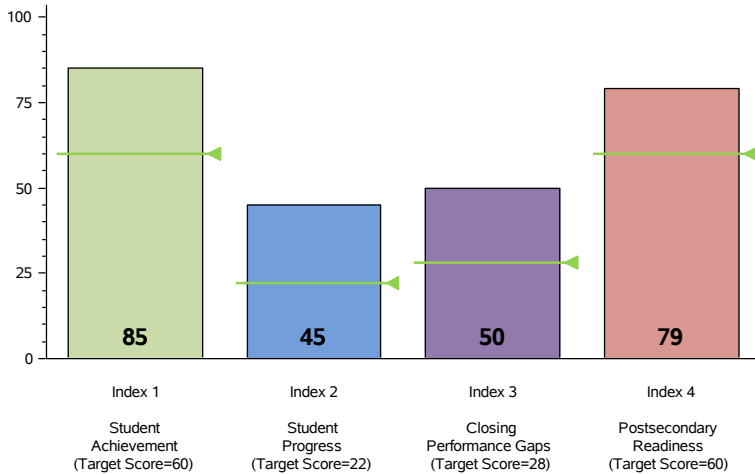
TEXAS EDUCATION AGENCY 2017 Accountability Summary FARMERSVILLE ISD (043904)

Accountability Rating

Met Standard

| | |
|--|--|
| Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness | Did Not Meet Standards on - NONE |
| In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4. | |

Performance Index Report



Distinction Designation



| Postsecondary Readiness |
|---|
| Percent of Eligible Measures in Top Quartile 6 out of 11 = 55% |
| DISTINCTION EARNED |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 2,265 | 2,680 | 85 |
| 2 - Student Progress | 631 | 1,400 | 45 |
| 3 - Closing Performance Gaps | 996 | 2,000 | 50 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 15.3 | | |
| Graduation Rate Score | 24.4 | | |
| Graduation Plan Score | 22.2 | | |
| Postsecondary Component Score | 17.4 | | |
| | | | 79 |

System Safeguards

| Number and Percentage of Indicators Met | |
|---|---------------------------|
| Performance Rates | 24 out of 28 = 86% |
| Participation Rates | 13 out of 13 = 100% |
| Graduation Rates | 3 out of 3 = 100% |
| Met Federal Limits on Alternative Assessments | 0 out of 1 = 0% |
| Total | 40 out of 45 = 89% |

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perreport/account/2017/index.html>

TEXAS EDUCATION AGENCY

2017 Accountability Summary

FARMERSVILLE H S (043904001) - FARMERSVILLE ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

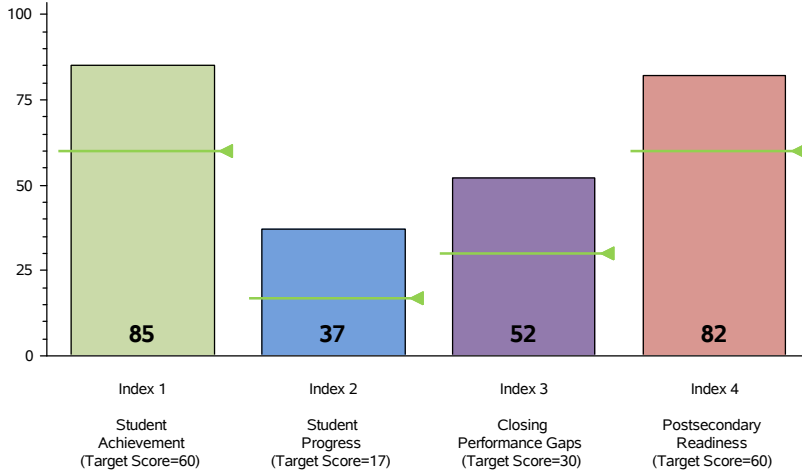
Postsecondary Readiness

DISTINCTION EARNED

Campus Demographics

| | |
|--|--------------|
| Campus Type | High School |
| Campus Size | 478 Students |
| Grade Span | 09 - 12 |
| Percent Economically Disadvantaged | 39.7 |
| Percent English Language Learners | 1.5 |
| Mobility Rate | 12.3 |
| Percent Served by Special Education | 9.0 |
| Percent Enrolled in an Early College High School Program | 0.0 |

Performance Index Report



Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 550 | 650 | 85 |
| 2 - Student Progress | 219 | 600 | 37 |
| 3 - Closing Performance Gaps | 830 | 1,600 | 52 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 18.0 | | |
| Graduation Rate Score | 24.4 | | |
| Graduation Plan Score | 22.2 | | |
| Postsecondary Component Score | 17.4 | | 82 |

System Safeguards

Number and Percentage of Indicators Met

| | |
|---------------------|---------------------------|
| Performance Rates | 16 out of 17 = 94% |
| Participation Rates | 9 out of 9 = 100% |
| Graduation Rates | 3 out of 3 = 100% |
| Total | 28 out of 29 = 97% |

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

TEXAS EDUCATION AGENCY

2017 Accountability Summary

FARMERSVILLE J H (043904041) - FARMERSVILLE ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

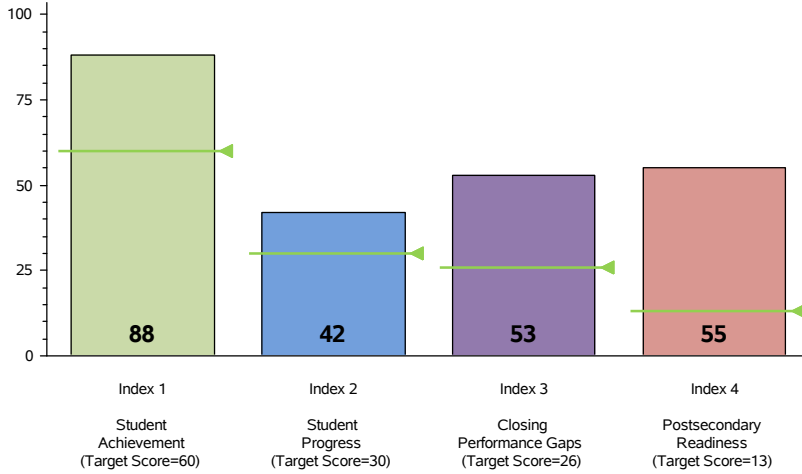
Postsecondary Readiness

DISTINCTION EARNED

Campus Demographics

| | |
|--|---------------|
| Campus Type | Middle School |
| Campus Size | 376 Students |
| Grade Span | 06 - 08 |
| Percent Economically Disadvantaged | 50.5 |
| Percent English Language Learners | 6.4 |
| Mobility Rate | 11.5 |
| Percent Served by Special Education | 12.8 |
| Percent Enrolled in an Early College High School Program | 0.0 |

Performance Index Report



Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 919 | 1,044 | 88 |
| 2 - Student Progress | 416 | 1,000 | 42 |
| 3 - Closing Performance Gaps | 1,056 | 2,000 | 53 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 55.0 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Component Score | N/A | | 55 |

System Safeguards

Number and Percentage of Indicators Met

| | |
|---------------------|---------------------------|
| Performance Rates | 20 out of 22 = 91% |
| Participation Rates | 10 out of 10 = 100% |
| Graduation Rates | N/A |
| Total | 30 out of 32 = 94% |

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD

Accountability Rating

Met Standard

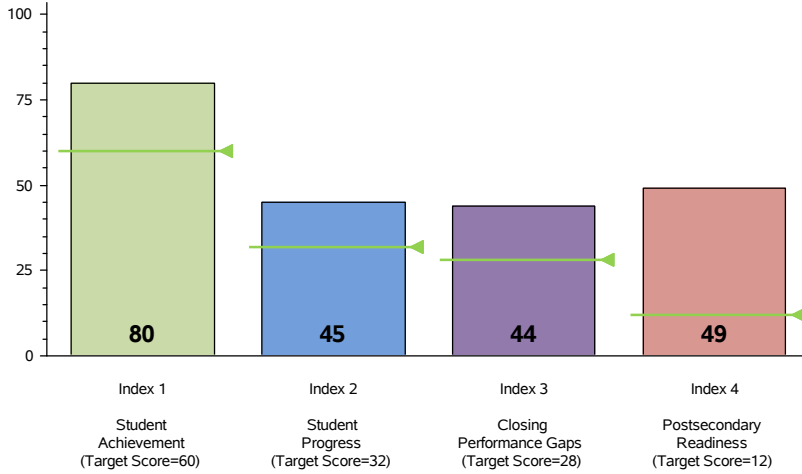
| Met Standards on | Did Not Meet Standards on |
|---|---------------------------|
| - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness | - NONE |
| In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4. | |

Distinction Designation



| |
|---|
| Academic Achievement in ELA/Reading |
| NO DISTINCTION EARNED |
| Academic Achievement in Mathematics |
| NO DISTINCTION EARNED |
| Academic Achievement in Science |
| DISTINCTION EARNED |
| Academic Achievement in Social Studies |
| NOT ELIGIBLE |
| Top 25 Percent Student Progress |
| NO DISTINCTION EARNED |
| Top 25 Percent Closing Performance Gaps |
| NO DISTINCTION EARNED |
| Postsecondary Readiness |
| DISTINCTION EARNED |

Performance Index Report



Campus Demographics

| | |
|--|--------------|
| Campus Type | Elementary |
| Campus Size | 482 Students |
| Grade Span | 02 - 05 |
| Percent Economically Disadvantaged | 58.1 |
| Percent English Language Learners | 16.6 |
| Mobility Rate | 12.9 |
| Percent Served by Special Education | 9.3 |
| Percent Enrolled in an Early College High School Program | 0.0 |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 777 | 966 | 80 |
| 2 - Student Progress | 453 | 1,000 | 45 |
| 3 - Closing Performance Gaps | 699 | 1,600 | 44 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 49.0 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Component Score | N/A | | 49 |

System Safeguards

| Number and Percentage of Indicators Met | |
|---|---------------------------|
| Performance Rates | 19 out of 20 = 95% |
| Participation Rates | 12 out of 12 = 100% |
| Graduation Rates | N/A |
| Total | 31 out of 32 = 97% |

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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)*

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.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, 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, sex, gender, national origin, disability, age, or on 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, sex, gender, national origin, disability, age, 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.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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
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 DH]

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.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment 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.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

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.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

| | |
|----------------------------------|--|
| | <p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p> |
| RETALIATION | <p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced 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.</p> |
| EXAMPLES | <p>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.</p> |
| FALSE CLAIM | <p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p> |
| PROHIBITED CONDUCT | <p>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.</p> |
| REPORTING PROCEDURES | <p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p> |
| STUDENT REPORT | |
| EMPLOYEE REPORT | <p>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.</p> |
| DEFINITION OF DISTRICT OFFICIALS | <p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA coordinator, the Section 504 coordinator, and the Superintendent.</p> |
| TITLE IX COORDINATOR | <p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p> |
| ADA AND SECTION 504 COORDINATORS | <p>Reports of discrimination based on disability may be directed to the designated ADA or Section 504 coordinator for students. [See FFH(EXHIBIT)]</p> |

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

| | |
|----------------------------------|---|
| SUPERINTENDENT | <p>The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.</p> |
| ALTERNATIVE REPORTING PROCEDURES | <p>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, ADA coordinator, or Section 504 coordinator, may be directed to the Superintendent.</p> <p>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.</p> |
| TIMELY REPORTING | <p>Reports of prohibited conduct 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.</p> |
| NOTICE TO PARENTS | <p>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.</p> |
| INVESTIGATION OF THE REPORT | <p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p> |
| INITIAL ASSESSMENT | <p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>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.</p> |
| INTERIM ACTION | <p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p> |
| DISTRICT INVESTIGATION | <p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p> |

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

| | |
|------------------------------------|---|
| | <p>and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p> |
| CRIMINAL INVESTIGATION | <p>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 investigation 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>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The 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 PROHIBITED CONDUCT | <p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly 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> |
| 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> |

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

| | |
|---------------------------------|--|
| IMPROPER CONDUCT | 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. |
| 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 and comply with applicable law. |
| APPEAL | 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. |
| RECORDS RETENTION | The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC] |
| ACCESS TO POLICY AND PROCEDURES | Information regarding 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 website, to the extent practicable, and readily available at each campus and the District's administrative offices. |

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)

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.

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.

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| 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)

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| 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. |