

Decatur Independent School District
Carson Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Carson Elementary's mission is to empower all students to pursue excellence through authentic learning experiences and relationships to obtain individual successes.

Vision

Carson students will develop a desire to learn, helping them to reach their fullest potential socially and academically by being independent thinkers with a positive self concept.

Value Statement

We want to be a campus where all children succeed, feel safe, and have their curiosity cultivated.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carson elementary is a KG-4th grade campus in Decatur ISD. Carson was opened in 2000 and is currently one of three DISD elementary schools.

A review of 2018-19 demographic information reveals:

- Enrollment KG through 4th grade is 392.
- English Language Learner students are 10.5%
- Economically disadvantaged students are 38.8%
- Special Education students are 12.8%
-
- Asian students are 0.8%
- Black/African American students are 0.5%
- Hispanic/Latino students are 25.3%
- White students are 71.7%
- American Indian students are 0.5%
- Pacific Islander students are 0.3%
- Two or more ethnic groups are 1.0%
- The At-Risk percentage is 47.2%

Demographics Strengths

- Two races make up the bulk of the student body -- white and Hispanic total 97% providing a non-homogeneous school.
- Very nearly equal male/female ratio leads to balanced classrooms.
- Low migrant population provides a steady base of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Certain segments of the school population lack background, foundational supports and knowledge bases for immediate success.

Root Cause: Low-SES and ELL percentages indicate student population groups that historically under-perform due to lacking exposure to vocabulary and reading and life experiences.

Student Academic Achievement

Student Academic Achievement Summary

STAAR results from the spring 2019 administration resulted in:

OVERALL Score: 70 (C)

Domain Student Achievement: 75 (C)

Domain School Progress: 60 (D)

Domain Closing the Gaps: 58 (F)

Math results: 76% Approaches, 43% Meets Standard, 16% Masters Standard

Reading results: 83% Approaches, 39% Meets Standard, 22% Masters Standard

Writing results: 83% Approaches, 49% Meets Standard, 13% Masters Standard

Percentage of students demonstrating one year of growth: 54%

Percentage of students demonstrating "meets" performance:

Math: Hispanic (29), White (48)

Reading: Hispanic (22), White (47)

Student Academic Achievement Strengths

- Overall trend of DRA shows that the school is closing gaps and more kids are reading on level as they progress through the school.
- Writing performance continues to be a campus strength, demonstrating focused K-4 emphasis
- Outgoing 4th grade cohort grew in reading from 3rd grade (82 in 2018) to 84.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A sizable gap exists between Hispanic and White performance. **Root Cause:** Hispanic students frequently, but not always, lack practice with academic vocabulary as compared to white peers.

School Processes & Programs

School Processes & Programs Summary

Instructional and Curricular Processes

- Teachers plan using the scope and sequence set by TRS (Texas Resource System).
- Reading and Writing workshop are used to address balanced literacy.
- Writing program is Units of Study.
- Grammar program is Patterns of Power.
- Pearson is the resource used for Mathematics lessons in a workshop setting.
- STEM Scopes is used for science.
- Pearson is used for social studies.
- Phonics Dance is used in primary grades for phonics instruction.
- Co-curricular classes include PE, technology, music, drama.
- Kelso's Choices and Peace Path are used for counseling conflict management.

Personnel

- Teachers are evaluated using the T-TESS appraisal system, including walkthroughs, goal setting, SLO, and summative processes.
- District-generated forms are used to evaluate other personnel.
- Talent Ed is used to recruit, screen, interview, and check references in the hiring process.

Organizational

- We follow a master schedule that maximizes instructional time for students.
- The Carson Cabinet is a study group of campus leaders to implement a PLC structure for the campus.
- Committees are formed with teacher representation to address various campus needs.
- PTO is in place as a support system for the students and staff.
- CEIC reviews school status and progress toward goals.
- Global Document system is used for data tracking, progress monitoring, and RtI purposes.
- PBIS is used as a campus-wide proactive behavior management and reward system.

Administrative

- The school has a principal, assistant principal, and counselor in place to lead and manage campus processes.
- This is the 2nd year at Carson for the principal, 4th for the assistant principal, and 13th for the counselor.

- Administrators split T-TESS and staff evaluation duties, and all three co-facilitate PLC and Global Data Talk meetings.
- Staff meetings are led by administration monthly.
- Committees are facilitated by administrators on varying calendars.

School Processes & Programs Strengths

- School adopts a whole-child mentality to develop students in all aspects of growth.
- Climate survey reveals that two-way communication between the school and community is strong and utilizes a variety of media.
- Incentives are utilized to promote behavior and attendance.
- PLC framework gives teachers needed opportunity to collaborate.
- PBIS provides an awards and rewards system to promote positive behaviors with students.
- PTO expanding their role to include school beautification and student involvement programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Performance data from district common assessments is underutilized to analyze and inform instruction. **Root Cause:** Lack of intentional time and structure to analyze the data.

Perceptions

Perceptions Summary

Surveys conducted by parents and staff in the spring of 2019 reveal prevailing attitudes and beliefs in the following areas:

STAFF SURVEY AREA AND AVERAGE SCORE (0-4)

1. Engagement : 3.54
2. Shared Values : 3.29
3. Leadership : 3.32
4. Communication : 3.43
5. Feedback and Recognition : 2.98
6. Work Environment : 3.29
7. Career Growth & Training Opportunities : 2.98
8. Quality Service : 3.06

PARENT SURVEY AREA AND AVERAGE SCORE (0-4)

1. Demographics : (unscored)
2. School Climate : 3.4
3. Communications : 3.27
4. Safe and Orderly Environment : 3.36
5. Instructional Program : 3.29
6. Student Support : 3.39
7. Support Services : unscored
8. School Climate (2nd child) : 3.44
9. Communications (2nd child) : 3.03
10. Safe and Orderly Environment (2nd child) : 3.19
11. Instructional Program (2nd child) : 3.13
12. Student Support (2nd child) : 3.29
13. Support Services (2nd child) : unscored

The culture of the school aims to be inclusive, outstanding at two-way communication, targets growth of the whole child, recognizes positive behaviors, and strengthens its relationships with families and the community. It is a place where we want students to look forward to coming to learn and interact, where staff looks forward to coming to grow and collaborate, and where families feel encouraged to participate wholly in their child's education.

Perceptions Strengths

Highest scores from the STAFF survey are in Engagement (3.54) and Communication (3.43), which speaks to the culture of involvement and communication.

Highest scores from the PARENT survey, excluding the 2nd and 3rd child questions, are in School Climate (3.4) and Student Support (3.39), which suggests parents feel a sense of reassurance that students have their needs met on a daily basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Severe behavior outbursts are perceived as failures in the school. **Root Cause:** Parents are unaware of PASS goals and our efforts to include students with high needs.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- STAAR Released Test Questions
- STAAR EL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: November 08, 2019

Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

Performance Objective 1: In 2019, the percentage of Hispanic students achieving the "meets" standard level was 22% as compared to 47% for white students on the READING STAAR. By June 2020, the percentage of Hispanic students reaching at least the "meets standard" level will increase by 10% to 32% as indicated by Reading STAAR. (TIP Goal)





Evaluation Data Source(s) 1: 2020 Reading STAAR results, 3rd & 4th combined

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) ELA teachers engaged in Professional Learning Communities.	2.4, 2.5, 2.6	Administrators, Teachers, Specialists	Hispanic students will perform at the "meets" achievement level in higher percentages through intentional strategies.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will utilize Fundamental 5 in order to employ best practice in planning and instruction.	2.4, 2.5, 2.6	Lesson plans, walkthroughs	Teachers will utilize these high-yield strategies on a consistent basis, resulting in more targeted instruction and increased student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
RDA TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will progress monitor and identify Hispanic students in order to track their growth and provide necessary remediation/intervention.	2.4, 2.5, 2.6	Teachers, Administration, Specialists	Teachers will know and target specific needs beyond a general instructional approach, resulting in greater student achievement.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) ELA teachers implementing workshop model.	2.4, 2.5, 2.6	Teachers, Administration	Increased pedagogy and 1-on-1 conferring will increase student achievement.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.





Performance Objective 2: In 2019, the percentage of Hispanic students achieving the "meets" standard level was 29% as compared to 48% for white students on the MATH STAAR. By June 2020, the percentage of Hispanic students reaching at least the "meets standard" level will increase by 10% to 39% as indicated by Math STAAR. (TIP Goal)

Evaluation Data Source(s) 2: 2020 Math STAAR results

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Math teachers engaged in Professional Learning Communities.</p>	2.4, 2.5, 2.6	Teachers, Administration, Specialists	Hispanic students will perform at the "meets" achievement level in higher percentages through intentional strategies.				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Teachers will utilize Fundamental 5 in order to employ best practice in planning and instruction.</p>	2.4, 2.5, 2.6	Lesson Plans, Walkthroughs	Teachers will utilize these high-yield strategies on a consistent basis, resulting in more targeted instruction and increased student achievement.				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will progress monitor and identify Hispanic students in order to track their growth and provide necessary remediation/intervention.</p>	2.4, 2.5, 2.6	Teachers, Administration, Specialists	Teachers will know and target specific needs beyond a general instructional approach, resulting in greater student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) 4th Grade Math teachers engage in Texas Lesson Study program with ESC 11.	2.4, 2.5, 2.6	Teachers, Administration, RSC personnel	Teachers develop strategies for identifying and implementing best practice based on research, resulting in student achievement improvement.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.

Performance Objective 3: By June 2020, the percentage of students making at least expected growth will increase by 26% from 54% (2019) to 80% (2020), as indicated by STAAR Domain 2 (School Progress). (TIP Goal)

Evaluation Data Source(s) 3: 2020 STAAR Domain 2

Summative Evaluation 3:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) --Utilizing Global Doc, track through progress monitoring (CBAs, iStation, DRA, benchmarks) and target individual student needs. --Utilize RtI, Special Education, Dyslexia, Gt, ESL systems to meet special population student needs</p>	2.4, 2.5, 2.6	Administrators, Teachers, Specialists	Emphasizing school and student progress will keep teachers focused on both accountability measures -- student achievement levels and growth. Tracking student progress will ensure we work toward students demonstrating at least one year's growth.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 1: By June 2020, Carson Elementary will have implemented revised safety protocols and procedures and conduct all required drills.

Evaluation Data Source(s) 1: Documentation of drills and performance. Posting of new protocols throughout school.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) DISD utilizes Standard Response Protocol and crisis prevention structures in place. In conjunction with the counselor and administration implementing Peace Path and morning meetings, we aim to be both proactive and responsive toward this goal.	2.5, 2.6	Posting of safety procedures in all required areas. Monitor access to the building in conjunction with SRO. Conduct drills regularly and provide feedback for continuous improvement. Respond to any allegations of misconduct, bullying, harassment, and threats accordingly.	Procedures in place and rehearsed for various crises. Proactive measures in place to mitigate or at least identify potential safety threats. Responsive measures in place to effectively address and counsel those involved in crisis.				
							

Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 2: By June 2020, at least 75% of Carson parents will answer "yes" on a climate survey that our PBIS system has positively impacted the campus.

Evaluation Data Source(s) 2: EOY Parent Climate Survey

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A survey will be sent to parents at the end of the year to gauge their perception toward the effectiveness of our systems, including PBIS. PBIS has been implemented since week one.	2.5, 2.6, 3.1	EOY Parent Survey will be used to assess our success in implementing an impactful PBIS program.	Parents will be aware of our intentional efforts to acknowledge and recognize positive behaviors and proactively address negative behaviors. Overall behavior in the school will improve.				
							

Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 3: By June 2020, a recognition system will be utilized for both students and staff to acknowledge achievement and acknowledge strong performance.

Evaluation Data Source(s) 3: Fidelity of student awards and staff recognition system.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) For students, as a tie-in with PBIS, a token economy is in place for them to earn possible recognition efforts (highlights on announcements, social media) and 6-weeks awards assemblies will recognition achievable levels of accomplishment in academics, co-curricular rotations, and overall performance.</p> <p>Staff recognition will come in the form of intentional efforts at faculty meetings to highlight individual and group efforts, celebrate successes, and through a peer recognition system in place. A committee of faculty members will work to provide opportunities to celebrate events through the year and keep morale high.</p>	2.4, 2.5, 2.6, 3.1	Fidelity of fully implementing these procedures and systems at the end of year.	High morale among staff. Student engagement and involvement will improve due to positive recognitions. Parent involvement at assemblies will remain high.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students.

Performance Objective 1: By June 2020, the Carson staff (homeroom teachers and principal) will send weekly communication to parents 95% of the time.

Evaluation Data Source(s) 1: Fidelity check at end of year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Weekly communication (email blast or paper newsletter) will go home weekly.	3.1	Fidelity check at EOY.	Parents will articulate a sense of being constantly communicated with. They will be in "the know" of future events and will share in celebrating successes.				


Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students.

Performance Objective 2: By June 2020, 75% of parents will respond on an end of year survey that Carson provided opportunities to engage with the school and provide input.


Evaluation Data Source(s) 2: EOY Survey

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) An EOY survey will ask parents if they felt they were provided opportunities (two-way communication, meet the teacher, open house, curriculum night, parent conferences, get to know you contacts, etc.) to engage with the school and submit input to staff.	2.6, 3.1, 3.2	EOY Survey	Parents will feel welcomed, a part of the school community, and will feel like they have an active role to play in their child's education.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students.

Performance Objective 3: By June 2020, 75% of parents will respond to an end of year survey that Carson utilizes multiple avenues of communication (email, paper newsletter, twitter, Facebook, website, marquee, Remind, Dojo) to communicate to and with parents.


Evaluation Data Source(s) 3: EOY Survey

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to reach as many families as possible, we need to commit to using various avenues of communication ranging from traditional (paper newsletter and marquee) to turn-of-century (website and email) to social media (twitter, Facebook) and other networking apps (Dojo, Remind).	3.1, 3.2	Assess utilization of these items through survey.	Parents will report feeling more informed, involved, and that they have an opportunity to engage with the school.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	ELA teachers engaged in Professional Learning Communities.
1	1	2	Teachers will utilize Fundamental 5 in order to employ best practice in planning and instruction.
1	1	3	Teachers will progress monitor and identify Hispanic students in order to track their growth and provide necessary remediation/intervention.
1	2	1	Math teachers engaged in Professional Learning Communities.
1	2	2	Teachers will utilize Fundamental 5 in order to employ best practice in planning and instruction.
1	2	3	Teachers will progress monitor and identify Hispanic students in order to track their growth and provide necessary remediation/intervention.
1	2	4	4th Grade Math teachers engage in Texas Lesson Study program with ESC 11.
1	3	1	--Utilizing Global Doc, track through progress monitoring (CBAs, iStation, DRA, benchmarks) and target individual student needs. --Utilize RtI, Special Education, Dyslexia, Gt, ESL systems to meet special population student needs

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	Teachers will progress monitor and identify Hispanic students in order to track their growth and provide necessary remediation/intervention.

State Compensatory

Personnel for Carson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassidy Tynsky	Intervention Aide	Comp Ed	.4
Margaret Novak	Intervention Aide	Comp Ed	1
Melba Roberts	Intervention Aide	Comp Ed	1
Robyn Mahoney	Dyslexia Teacher	Comp Ed	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Krista Tamplen	Intervention Teacher	Title I	1

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Craig Weston	Principal
Administrator	Clemency Green	Assistant Principal
Classroom Teacher	Darla Hakanson	Counselor
Classroom Teacher	Lacy Maddox	Teacher
Classroom Teacher	Stacy Williams	Teacher
Classroom Teacher	Clarissa Padron	Teacher
Classroom Teacher	Nicole Smith	Teacher
Classroom Teacher	Kelley Galovich	Teacher
Community Representative	Cassidy Tynsky	Community Representative
Community Representative	Cathy Hering	Community Representative
Business Representative	Chip Hakanson	Business Representative
Parent	Tierny Porter	Parent
Parent	Deborah Sellards	Parent
Parent	Melanye Ballard	Parent

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)		The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)		
4. District's Decision-Making and Planning Policies	TEC 11.252(d)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Evaluation – every two years 			
5. Dropout Prevention	TEC 11.252		
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)		The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)		
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 			
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program 	TEC 11.252(4) TEC 11.252(3)(G)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA		
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)		The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831		Board Policies: FFB, FOC, FOCA, DMA and FFE
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)		Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001		