

Decatur Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



DECATUR
INDEPENDENT
SCHOOL DISTRICT

Board Approval Date: November 18, 2019
Public Presentation Date: November 18, 2019

Mission Statement

Decatur ISD is committed to providing a quality education where students will learn digitally, think creatively, and compete globally.

Vision

Strong roots, powerful wings

Core Beliefs

1. Commitment to Excellence
2. Community
3. High Expectations
4. Opportunities
5. Relationships

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Comprehensive Needs Assessment

Revised/Approved: November 04, 2019

Demographics

Demographics Summary

Decatur ISD is comprised of six comprehensive campuses serving 3462 students in grades PK-12. Decatur ISD has three elementary campuses, one intermediate campus, one middle school campus, and one high school campus. The district is experiencing moderate growth growing from 3411 students in 2018-2019 to 3462 students in 2019-2020.

Demographics Strengths

Demographic Strengths are:

- Positive community and parent support
- A learning environment that promotes inclusion
- Diversity within the district
- The district is located near the metroplex offering several opportunities for educational partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As the diverse needs of our students continue to grow, the performance of all of our students has come into focus. The achievement gap between our highest performing students and lowest achieving student groups continue to be a concern. **Root Cause:** Students come to Decatur ISD with a wide range of social and academic needs. Some of our programs may not be meeting the needs of all students.

Problem Statement 2: DISD has high academic standards for all students. Currently, there are students on every campus that are not making a minimum of a year's growth academically. **Root Cause:** The most significant gap is between our low socio-economic students and their peers. The district has to have a variety of focused strategies around literacy to close the gap.

Student Academic Achievement

Student Academic Achievement Summary

3rd Grade Math																		
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Carson Elementary	73	81	14	19.17%	17	20.99%	59	80.82%	64	79.01%	35	47.95%	37	45.68%	13	17.81%	12	14.81%
Rann Elementary	97	93	22	22.68%	25	26.89%	74	76.29%	68	73.12%	45	46.39%	33	35.48%	17	17.53%	11	11.83%
Young Elementary	80	72	16	20.0%	21	29.17%	64	80%	51	70.83%	34	42.5%	33	45.83%	13	16.25%	17	23.61%
District	250	246	53	21.2%	63	25.61%	197	78.8%	183	74.39%	114	45.6%	103	41.87%	43	17.2%	40	16.26%
Economically Disadvantage	120	107	40	33.33%	34	31.78%	80	66.67%	73	68.22%	34	28.33%	39	36.45%	10	8.33%	13	12.15%
LEP	54	43	18	33.33%	13	30.23%	36	66.67%	30	69.77%	19	35.19%	11	25.58%	4	7.41%	0	0%
Special Ed	36	36	26	72.22%	24	66.67%	10	27.78%	12	33.33%	4	11.11%	8	22.22%	0	0%	2	5.56%
American Indian/Alaskan Native	2	-	1	50%	-	-	1	50%	-	-	0	0%	-	-	0	0%	-	-
Asian	-	3	-	-%	0	0%	-	-%	3	100%	-	-%	2	66.67%	-	-%	0	0%
Black/African American	3	-	1	33.33%	-	-	2	66.67%	-	-	1	33.33%	-	-	0	0%	-	-
Hispanic	95	83	32	33.68%	26	31.33%	63	66.32%	57	68.67%	33	34.74%	21	25.3%	10	10.53%	3	3.61%
Native Hawaiian/Pacific Islander	-	1	-	-%	0	0%	-	-%	1	100%	-	-%	1	100%	-	-%	0	0%
Two or More Races	5	5	1	20%	2	40%	4	80%	3	60%	3	60%	1	20%	0	0%	1	20%
White	145	154	18	12.41%	35	22.73%	127	87.59%	119	77.27%	77	53.1%	78	50.65%	33	22.76%	35	22.38%

3rd Grade Reading																		
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Carson Elementary	73	81	16	21.92%	15	18.52%	57	78.08%	66	81.48%	29	39.73%	34	41.98%	13	17.81%	20	24.69%
Rann Elementary	97	93	15	15.46%	20	21.51%	81	83.51%	72	77.42%	48	49.48%	36	38.71%	30	30.93%	20	21.51%
Young Elementary	80	72	15	18.8%	15	20.83%	64	80%	56	77.78%	32	40.0%	30	41.67%	14	17.50%	17	23.61%
District	250	246	48	19.2%	52	21.14%	202	80.8%	194	78.86%	109	43.6%	100	40.65%	57	22.8%	57	23.17%

Economically Disadvantage	120	108	36	30%	35	32.41%	84	70%	73	67.59%	36	30%	35	32.41%	10	8.33%	17	15.74%
LEP	54	43	18	33.33%	15	34.88%	36	66.67%	28	65.12%	15	27.78%	11	25.58%	6	11.11%	5	12%
Special Ed	36	36	26	72.22%	19	52.78%	10	27.78%	17	47.22%	5	13.89%	5	13.89%	2	6%	0	0.00%
American Indian/Alaskan Native	2	-	1	50%	-	-	1	50%	-	-	0	0%	-	-	0	0%	-	-
Asian	-	3	-	-	1	33%	-	-	2	67%	-	-	2	66.67%	-	-	2	66.67%
Black/African American	3	-	0	0%	-	-	3	100%	-	-	2	66.67%	-	-	0	0%	-	-
Hispanic	95	83	27	28.42%	25	30.12%	68	71.58%	58	69.88%	31	32.63%	21	25.3%	14	14.74%	10	12.05%
Native Hawaiian/Pacific Islander	-	1	-	-	-	-	-	-	1	100%	-	-	0	0%	-	-	0	0%
Two or More Races	5	5	1	20%	1	20%	4	80%	4	80%	1	20%	2	40%	0	0%	2	40%
White	145	154	19	13.10%	25	16.23%	126	86.9%	129	83.77%	75	51.7%	75	48.7%	43	29.66%	43	27.92%

4th Grade Math																		
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet	2018 Did Not Meet %	2019 Did Not Meet	2019 Did Not Meet %	2018 Approaches	2018 Approaches %	2019 Approaches	2019 Approaches %	2018 Meets	2018 Meets %	2019 Meets	2019 Meets %	2018 Masters	2018 Masters %	2019 Masters	2019 Masters %
Carson Elementary	84	81	7	8.33%	25	30.86%	77	91.67%	56	69.14%	56	66.67%	29	35.80%	35	41.67%	13	16.05%
Rann Elementary	83	102	15	18.07%	30	29.41%	67	80.72%	72	70.59%	29	34.94%	38	37.25%	10	12.05%	11	10.78%
Young Elementary	87	77	17	19.5%	21	27.27%	69	79.31%	56	72.73%	45	51.72%	29	37.66%	21	24.14%	8	10.39%
District	254	260	41	16.1%	76	29.23%	213	83.86%	184	70.77%	130	51.18%	96	36.92%	66	25.98%	32	12.31%
Economically Disadvantage	125	121	29	23.2%	48	39.67%	96	76.8%	73	60.33%	54	43.2%	28	23.14%	23	18.4%	6	4.96%
LEP	56	56	12	21.43%	24	42.86%	44	78.57%	32	57.14%	22	39.29%	15	26.79%	10	17.86%	1	1.79%
Special Ed	32	35	21	65.63%	28	80.00%	11	34.38%	7	20%	5	15.62%	3	8.57%	2	6.25%	2	5.71%
American Indian/Alaskan Native	3	3	0	0%	2	66.67%	3	100%	1	33.33%	2	66.67%	0	0%	2	66.67%	0	0%
Asian	5	-	0	0	-	-	5	100%	-	-	3	60%	-	-	3	60%	-	-
Black/African American	3	3	3	100%	1	33.33%	0	0%	2	66.67%	0	0%	0	0%	0	0%	0	0%
Hispanic	82	99	12	14.63%	38	38.38%	70	85.37%	61	61.62%	36	43.9%	27	27.27%	12	14.63%	4	4.04%
Two or More Races	5	6	2	40%	1	16.67%	3	60%	5	83.33%	3	60%	2	33.33%	1	20%	1	16.67%
White	156	149	24	15.38%	34	22.82%	132	84.62%	115	77.18%	86	55.13%	67	44.97%	48	30.77%	27	18.12%

4th Grade Reading																		
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Carson Elementary	84	81	15	17.86%	13	16.05%	69	82.14%	68	83.95%	50	59.52%	28	34.57%	27	32.14%	15	18.52%
Rann Elementary	83	102	19	22.89%	26	25.49%	63	75.9%	76	74.51%	31	37.35%	55	53.92%	13	15.66%	20	19.61%
Young Elementary	86	77	19	22.09%	24	31.17%	66	76.74%	53	68.42%	34	39.53%	33	42.86%	19	22.09%	15	19.48%
District	253	260	55	21.74%	55	21.15%	198	78.26%	205	78.85%	115	45.45%	116	44.62%	59	23.32%	50	19.23%
Economically Disadvantage	124	121	38	30.66%	38	31.40%	86	69.35%	83	68.6%	42	33.87%	37	30.58%	18	14.52%	10	8.26%
LEP	55	56	21	38.18%	18	32.14%	34	61.82%	38	67.86%	17	30.91%	15	26.79%	4	7.27%	4	7.14%
Special Ed	32	35	21	65.63%	24	68.57%	11	34.38%	11	31.43%	0	0%	4	11.43%	0	0%	3	8.57%
American Indian/Alaskan Native	3	3	0	0%	2	66.67%	3	100%	1	33.33%	2	66.67%	0	0%	1	33.33%	0	0%
Asian	5	-	0	0%	-	-	5	100%	-	-	4	80%	-	-	2	40%	-	-
Black/African American	3	3	1	33.33%	2	66.67%	2	66.67%	1	33.33%	0	0%	1	33.33%	0	0%	0	0%
Hispanic	81	99	23	28.4%	29	29.29%	58	71.6%	70	70.71%	29	35.8%	34	34.34%	9	11.11%	12	12.12%
Two or More Races	5	6	1	20%	1	16.67%	4	80%	5	83.33%	2	40%	2	33.33%	1	20%	0	0%
White	156	149	30	19.23%	21	14.09%	126	80.77%	128	85.91%	78	50%	79	53.02%	46	29.49%	38	25.5%

4th Grade Writing																		
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
Carson Elementary	84	81	13	15.48%	16	19.75%	71	84.52%	65	80.25%	55	65.48%	37	45.68%	18	21.43%	10	12.35%
Rann Elementary	83	102	25	30.12%	32	31.37%	57	68.67%	70	68.63%	39	46.99%	42	41.18%	9	10.84%	8	7.84%
Young Elementary	87	76	47	54.02%	26	34.21%	39	44.83%	50	65.79%	22	25.29%	22	28.95%	4	4.6%	5	6.58%
District	254	259	87	34.25%	74	28.57%	167	65.75%	185	71.43%	116	45.67%	101	39%	31	12.2%	23	8.88%
Economically Disadvantage	125	120	54	43.2%	45	37.50%	71	56.8%	75	62.5%	42	33.6%	30	25%	9	7.2%	6	5%
LEP	56	56	21	37.5%	18	32.14%	35	62.5%	38	67.86%	21	37.5%	14	25%	6	10.71%	3	5.36%
Special Ed	32	35	28	87.5%	29	82.86%	4	12.5%	6	17.14%	2	6.25%	3	8.57%	0	0%	0	0%
American Indian/Alaskan Native	3	3	1	33.33%	3	100.00%	2	66.67%	0	0%	2	66.67%	0	0%	1	33.33%	0	0%

Asian	5	-	1	20%	-	-%	4	80%	-	-	2	40%	-	-	0	0%	-	-
Black/African American	3	3	2	66.67%	2	66.67%	1	33.33%	1	33.33%	0	0%	0	0%	0	0%	0	0%
Hispanic	82	99	30	36.59%	33	33.33%	52	63.41%	66	66.67%	30	36.59%	30	30.3%	7	8.54%	5	5.05%
Two or More Races	5	6	2	40%	2	33.33%	3	60%	4	66.67%	2	40%	1	16.67%	1	20%	0	0%
White	156	148	51	32.69%	34	22.97%	105	67.31%	114	77.03%	80	51.28%	70	47.3%	22	14.1%	18	12.16%

5th Grade Math														
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets	
Carson Elementary	79	XXXXXXXXXX	2	2.53%	XXXXXXXXXX	XXXXXXXXXX	77	97.47%	XXXXXXXXXX	XXXXXXXXXX	51	64.56%	XXXXXXXXXX	XXXX
Rann Elementary	100	XXXXXXXXXX	7	7%	XXXXXXXXXX	XXXXXXXXXX	92	92%	XXXXXXXXXX	XXXXXXXXXX	48	48%	XXXXXXXXXX	XXXX
Young Elementary	80	XXXXXXXXXX	3	3.75%	XXXXXXXXXX	XXXXXXXXXX	77	96.25%	XXXXXXXXXX	XXXXXXXXXX	45	56.25%	XXXXXXXXXX	XXXX
District	259	263	13	5.02%	22	8.37%	246	94.98%	241	91.64%	144	55.6%	149	56.65%
Economically Disadvantage	126	128	12	9.52%	17	13.28%	114	90.48%	111	86.72%	56	44.44%	60	46.88%
LEP	35	57	8	22.86%	4	7.02%	27	77.14%	53	92.98%	10	28.57%	24	42.11%
Special Ed	35	33	9	25.71%	17	51.52%	26	74.29%	16	48.48%	8	22.86%	5	15.15%
American Indian/Alaskan Native	1	3	0	0%	0	0%	1	100%	3	100%	1	100%	3	100%
Asian	1	5	0	0%	0	0%	1	100%	5	100%	0	0%	4	80%
Black/African American	4	4	0	0%	1	25%	4	100%	3	75%	2	50%	0	0%
Hispanic	98	84	8	8.16%	6	7.14%	90	91.84%	78	92.86%	40	40.82%	42	50%
Native Hawaiian/Pacific Islander	1	-	0	0%	-	-%	1	100%	-	-	1	100%	-	-

Two or More Races	3	5	0	0%	1	20%	3	100%	4	80%	2	66.67%	3	60%
White	151	162	5	3.31%	4	8.64%	146	96.69%	148	91.36%	98	64.9%	97	59.88%

5th Grade Reading														
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets	
Carson Elementary	79	XXXXXXXX	9	11.39%	XXXXXXXX	XXXXXXXX	70	88.61%	XXXXXXXX	XXXXXXXX	36	45.57%	XXXXXXXX	XXXX
Rann Elementary	100	XXXXXXXX	10	10%	XXXXXXXX	XXXXXXXX	90	90%	XXXXXXXX	XXXXXXXX	59	59%	XXXXXXXX	XXXX
Young Elementary	80	XXXXXXXX	8	10%	XXXXXXXX	XXXXXXXX	72	90%	XXXXXXXX	XXXXXXXX	42	52.5%	XXXXXXXX	XXXX
District	259	264	27	10.42%	30	11.36%	232	89.58%	234	88.64%	137	52.9%	152	57.58%
Economically Disadvantage	126	128	19	15.08%	24	18.75%	107	84.92%	104	81.25%	51	40.48%	63	49.22%
LEP	35	57	12	34.29%	6	10.53%	23	65.71%	51	89.47%	2	5.71%	28	49.12%
Special Ed	35	33	19	54.29%	18	54.55%	16	45.71%	15	45.45%	7	20%	4	12.12%
American Indian/Alaskan Native	1	3	0	0%	0	0.00%	1	100%	3	100%	0	0%	3	100%
Asian	1	5	0	0%	0	0.00%	1	100%	5	100%	0	0%	5	100%
Black/African American	4	4	0	0%	1	25.00%	4	100%	3	75%	4	100%	2	50%
Hispanic	98	84	16	16.33%	9	10.71%	82	83.67%	75	89.29%	32	32.65%	37	44.05%
Native Hawaiian/Pacific Islander	1	-	0	0%	-	-	1	100%	-	-	1	100%	-	-
Two or More Races	3	5	0	0%	1	20.00%	3	100%	4	80%	2	66.67%	4	80%
White	151	163	11	7.28%	19	11.66%	140	92.72%	144	88.34%	98	64.9%	101	61.96%

5th Grade Science														
Campus Name	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets	
Carson Elementary	78	XXXXXXXX	15	19.23%	XXXXXXXX	XXXXXXXX	63	80.77%	XXXXXXXX	XXXXXXXX	33	42.31%	XXXXXXXX	XXXX
Rann Elementary	99	XXXXXXXX	22	22.22%	XXXXXXXX	XXXXXXXX	76	76.77%	XXXXXXXX	XXXXXXXX	52	52.53%	XXXXXXXX	XXXX
Young Elementary	79	XXXXXXXX	17	21.52%	XXXXXXXX	XXXXXXXX	61	77.22%	XXXXXXXX	XXXXXXXX	28	35.44%	XXXXXXXX	XXXX
District	256	265	56	21.88%	59	22.26%	200	78.12%	206	77.74%	113	44.14%	150	56.6%
Economically Disadvantage	123	130	43	34.96%	45	34.62%	80	65.04%	85	65.38%	35	28.46%	54	41.54%
LEP	35	57	23	65.71%	25	42.86%	12	34.29%	32	56.14%	2	5.71%	18	31.58%
Special Ed	35	34	23	65.71%	22	64.71%	12	34.29%	12	35.29%	6	17.14%	4	11.76%
American Indian/Alaskan Native	1	3	0	0%	0	0%	1	100%	3	100%	0	0%	3	100%
Asian	1	5	0	0%	0	0%	1	100%	5	100%	0	0%	2	40%
Black/African American	4	4	0	0%	1	25%	4	100%	3	75%	2	50%	0	0%
Hispanic	97	84	34	35.05%	27	32.14%	63	64.95%	57	67.86%	28	28.87%	33	39.29%
Native Hawaiian/Pacific Islander	1	-	0	0%	-	-	1	100%	-	-	0	0%	-	-
Two or More Races	3	5	0	0%	1	20%	3	100%	4	80%	2	66.67%	3	60%
White	149	164	22	14.77%	30	18.29%	127	85.23%	134	81.71%	81	54.36%	109	66.46%

6th Grade Math																		
Decatur Intermediate	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	256	275	125	18.36%	42	15.27%	209	81.64%	233	84.73%	146	57.03%	119	43.27%	70	27.34%	42	15.27%

Economically Disadvantage	120	125	32	26.67%	28	22.4%	88	73.33%	97	77.6%	55	45.83%	36	28.8%	24	20%	14	11.2%
LEP	23	34	9	39.13%	15	44.12%	14	60.87%	19	55.88%	2	8.7%	5	14.71%	1	4.35%	0	0%
Special Ed	38	34	22	57.89%	17	50%	16	42.11%	17	50%	3	7.89%	5	14.71%	0	0%	4	11.76%
American Indian/Alaskan Native	1	1	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	3	1	1	33.33%	0	0%	2	66.67%	1	100%	2	66.67%	0	0%	2	66.67%	0	0%
Black/African American	1	4	1	100%	1	25%	0	0%	3	75%	0	0%	1	25%	0	0%	1	25%
Hispanic	92	99	17	18.48%	18	18.18%	75	81.52%	81	81.82%	47	51.09%	30	30.3%	22	23.91%	10	10.1%
Native Hawaiian/Pacific Islander	-	1	-	-	0	0%	-	-	1	100%	-	-	0	0%	-	-	0	0%
Two or More Races	4	2	1	25%	0	0%	3	75%	2	100%	2	50%	1	50%	0	0%	0	0%
White	155	167	27	17.42%	22	13.17%	128	82.58%	145	86.83%	95	61.29%	87	52.1%	46	29.68%	31	18.56%

6th Grade Reading																		
Decatur Intermediate	2018 Total #	2019 Total #	2018 Did Not Meet	2018 Did Not Meet %	2019 Did Not Meet	2019 Did Not Meet %	2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	256	274	85	33.2%	90	32.85%	171	66.8%	184	67.15%	94	36.72%	98	35.77%	45	17.58%	38	13.87%
Economically Disadvantage	120	125	50	41.67%	61	48.8%	70	58.33%	64	51.2%	29	24.17%	32	25.6%	9	7.5%	12	9.6%
LEP	23	34	17	73.91%	28	82.35%	6	26.09%	6	17.65%	1	4.35%	1	2.94%	0	0%	0	0%
Special Ed	38	34	33	86.84%	25	73.53%	5	13.16%	9	26.47%	1	2.63%	3	8.82%	1	2.63%	1	2.94%
American Indian/Alaskan Native	1	1	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	3	1	1	33.33%	1	100%	2	66.67%	0	0%	2	66.67%	0	0%	0	0%	0	0%
Black/African American	1	4	1	100%	1	25.00%	0	0%	3	75.00%	0	0%	2	50%	0	0%	0	0%
Hispanic	92	99	34	36.96%	48	48.48%	58	63.04%	51	51.52%	29	31.52%	26	26.26%	9	9.78%	6	6.06%
Native Hawaiian/Pacific Islander	-	1	-	-	1	100%	-	-	0	0%	-	-	0	0%	-	-	0	0%
Two or More Races	4	2	3	75%	0	0%	1	25%	2	100%	0	0%	1	50%	0	0%	1	50%
White	155	166	45	29.03%	56	33.73%	110	70.97%	128	77.11%	63	40.65%	69	41.57%	36	23.23%	31	18.67%

7th Grade Math																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	157	159	48	30.57%	55	34.59%	109	69.43%	104	65.41%	44	28.03%	44	27.67%	9	5.73%	5	3.14%
Economically Disadvantage	90	85	33	36.67%	37	43.53%	57	63.33%	48	56.47%	20	22.22%	19	22.35%	4	4.44%	1	1.18%
LEP	17	25	10	58.82%	12	48%	7	41.18%	13	52%	2	11.76%	0	0%	1	5.88%	0	0%
Special Ed	38	34	24	63.16%	21	61.76%	14	36.84%	13	38.24%	3	7.89%	1	2.94%	2	5.26%	0	0%
American Indian/Alaskan Native	1	1	0	0%	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%
Asian	2	1	0	0%	1	100%	2	100%	0	0%	1	50%	0	0%	0	0%	0	0%
Black/African American	3	-	1	33.33%	-	-%	2	66.67%	-	-%	1	33.33%	-	-%	0	0%	-	-%
Hispanic	54	62	20	37.04%	22	35.48%	34	62.96%	40	64.52%	14	25.93%	14	22.58%	3	5.56%	1	1.61%
Two or More Races	3	6	1	33.33%	1	16.67%	2	66.67%	5	83.33%	1	33.33%	4	66.67%	0	0%	1	16.67%
White	94	89	26	27.66%	31	34.83%	68	72.34%	58	65.17%	27	28.72%	26	29.21%	6	6.38%	3	3.37%

7th Grade Reading																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	226	253	78	34.51%	67	26.48%	148	65.49%	186	73.52%	98	43.36%	118	46.46%	57	25.22%	71	28.06%
Economically Disadvantage	106	116	51	48.11%	44	37.93%	55	51.89%	72	62.07%	31	29.25%	35	30.17%	14	13.21%	18	15.52%
LEP	17	26	17	100%	9	52.94%	0	0%	8	30.77%	0	0%	0	0%	0	0%	0	0%
Special Ed	37	35	35	94.59%	28	80%	2	5.41%	7	20%	2	5.41%	1	2.86%	0	0%	0	0%
American Indian/Alaskan Native	2	1	0	0%	0	0%	2	100%	1	100%	1	50%	0	0%	1	50%	0	0%
Asian	3	4	1	33.33%	1	25%	2	66.67%	3	75%	1	33.33%	3	75%	0	0%	3	75%
Black/African American	3	-	1	33.33%	-	-%	2	66.67%	-	-%	1	33.33%	-	-%	0	0%	-	-%
Hispanic	74	91	28	37.84%	31	34.07%	46	62.16%	60	65.93%	27	36.49%	30	32.97%	13	17.57%	16	17.58%
Two or More Races	4	6	0	0%	4	66.67%	4	100%	2	33.33%	3	75%	1	16.67%	2	50%	1	16.67%
White	140	151	48	34.29%	31	20.53%	92	65.71%	120	79.47%	65	46.43%	84	55.63%	41	29.29%	51	33.77%

7th Grade Writing																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	227	253	71	31.28%	79	31.23%	156	68.72%	174	68.77%	88	38.77%	102	40.32%	26	11.45%	50	19.76%
Economically Disadvantage	107	116	46	42.99%	48	41.38%	61	57.2%	68	58.62%	25	23.36%	12	25%	7	6.54%	8	6.9%
LEP	17	26	14	82.35%	24	92.31%	3	17.65%	2	7.89%	0	0%	0	0%	0	0%	0	0%
Special Ed	37	35	35	94.59%	32	91.43%	2	5.41%	3	8.57%	0	0%	0	0%	0	0%	0	0%
American Indian/Alaskan Native	2	1	0	0%	1	100%	2	100%	0	0%	2	100%	0	0%	0	0%	0	0%
Asian	3	4	1	33.33%	1	25%	2	66.67%	3	75%	0	0%	3	75%	0	0%	3	75%
Black/African American	3	-	2	66.67%	-	-%	1	33.33%	-	-%	1	33.33%	-	-%	0	0%	-	-%
Hispanic	74	91	24	32.43%	37	40.66%	50	67.57%	54	59.34%	26	35.14%	27	29.67%	8	10.81%	7	7.69%
Two or More Races	4	6	1	25%	1	16.67%	3	75%	5	83.33%	3	75%	2	33.33%	0	0%	1	16.67%
White	141	151	43	30.5%	39	25.83%	98	69.5%	112	74.17%	56	39.72%	20	46.36%	18	12.77%	39	25.83%

8th Grade Math																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	257	250	24	9.34%	17	6.8%	233	90.66%	223	89.2%	155	60.31%	149	59.6%	55	21.4%	66	26.4%
Economically Disadvantage	113	116	19	16.81%	16	13.79%	94	83.19%	100	86.21%	54	47.79%	60	51.72%	25	22.12%	20	17.24%
LEP	27	18	9	33.33%	7	38.89%	18	66.67%	11	61.11%	4	14.81%	4	22.22%	0	0%	0	0%
Special Ed	27	36	13	48.15%	20	55.56%	14	51.85%	16	44.44%	2	7.41%	2	5.56%	0	0%	0	0%
American Indian/Alaskan Native	2	1	0	100%	0	0%	2	100%	1	100%	1	50%	1	100%	0	0%	0	0%
Asian	2	4	0	100%	0	0%	2	100%	4	100%	1	50%	4	100%	0	0%	3	75%
Black/African American	5	2	1	20%	1	50%	4	80%	1	50%	2	40%	0	0%	0	0%	0	0%
Hispanic	95	86	15	15.79%	11	12.79%	80	84.21%	75	87.21%	49	51.58%	45	52.33%	2	21.05%	14	16.28%
Two or More Races	9	3	0	0%	1	33.33%	9	100%	2	66.67%	5	55.56%	1	33.33%	2	22.22%	1	33.33%
White	144	154	8	5.56%	149	9.09%	136	94.44%	140	90.91%	97	67.36%	98	63.64%	33	22.92%	48	31.17%

8th Grade Reading																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	259	228	33	12.74%	30	13.16%	226	87.26%	198	86.84%	120	46.33%	110	48.25%	61	23.55%	50	21.93%
Economically Disadvantage	111	104	25	22.52%	19	18.27%	86	77.48%	85	81.73%	35	31.53%	40	38.46%	12	10.81%	13	12.5%
LEP	28	17	13	46.43%	9	52.94%	15	53.57%	8	47.06%	2	7.14%	0	0%	1	3.57%	0	0%
Special Ed	27	35	15	55.56%	20	57.14%	12	44.44%	15	42.86%	0	0%	1	2.86%	0	0%	0	0%
American Indian/Alaskan Native	1	2	0	0%	0	0%	1	100%	2	100%	0	0%	1	50%	0	0%	0	0%
Asian	3	2	0	0%	0	0%	3	100%	2	100%	2	66.67%	1	50%	1	33.33%	0	0%
Black/African American	5	2	1	20%	1	50%	4	80%	1	50%	2	40%	1	50%	0	0%	1	50%
Hispanic	86	77	17	19.77%	15	19.48%	69	80.23%	62	80.52%	27	31.4%	29	37.66%	11	12.79%	12	15.58%
Two or More Races	8	5	2	25%	0	0%	6	75%	5	100%	3	37.5%	3	60%	2	25%	2	40%
White	156	140	13	8.33%	14	10%	143	91.67%	126	90%	86	55.13%	75	53.57%	47	30.13%	35	25%

8th Grade Science																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	259	225	65	25.1%	46	20.44%	194	74.9%	179	79.56%	114	44.02%	104	46.22%	41	15.83%	48	21.33%
Economically Disadvantage	111	102	47	42.34%	31	30.39%	64	57.66%	71	69.61%	35	31.53%	32	31.37%	13	11.71%	10	9.8%
LEP	28	17	19	67.86%	12	70.59%	9	32.14%	5	29.41%	4	14.29%	0	0%	1	3.57%	0	0%
Special Ed	27	35	20	74.07%	22	62.86%	7	25.93%	13	37.14%	2	7.41%	0	0%	1	3.7%	0	0%
American Indian/Alaskan Native	1	2	0	0%	0	0%	1	100%	2	100%	0	0%	2	100%	0	0%	0	0%
Asian	3	2	0	0%	0	0%	3	100%	2	100%	2	66.67%	2	100%	1	33.33%	0	0%
Black/African American	5	2	1	20%	0	0%	4	80%	2	100%	2	40%	1	50%	0	0%	0	0%
Hispanic	86	77	39	45.35%	23	29.87%	47	54.65%	54	70.13%	23	26.74%	25	32.47%	9	10.47%	7	9.09%
Two or More Races	8	4	3	37.5%	0	0%	5	62.5%	4	100%	3	37.5%	1	25%	1	12.5%	1	25%
White	156	138	22	14.1%	23	16.67%	134	85.9%	115	83.33%	84	53.85%	73	52.9%	30	19.23%	40	28.99%

8th Grade Social Studies																		
McCarroll Middle	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	259	225	91	35.14%	106	47.11%	168	64.68%	119	52.89%	84	32.43%	39	17.33%	42	16.22%	15	6.67%
Economically Disadvantage	111	102	57	51.35%	57	55.88%	54	48.65%	45	44.12%	27	24.32%	15	14.71%	10	9.01%	6	5.88%
LEP	28	17	21	75%	15	88.24%	7	25%	2	11.76%	2	7.14%	0	0%	1	3.57%	0	0%
Special Ed	27	35	22	81.48%	32	91.43%	5	18.52%	3	8.57%	0	0%	0	0%	0	0%	0	0%
American Indian/Alaskan Native	1	2	1	100%	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%
Asian	3	2	0	0%	1	50%	3	100%	1	50%	3	100%	0	0%	1	33.33%	0	0%
Black/African American	5	2	1	20%	1	50%	4	80%	1	50%	2	40%	0	0%	1	20%	0	0%
Hispanic	86	76	43	50%	40	52.63%	43	50%	36	47.37%	20	23.26%	11	14.47%	8	9.3%	6	7.89%
Two or More Races	8	5	4	50%	3	60%	4	50%	2	40%	1	12.5%	2	40%	1	12.5%	0	0%
White	156	138	43	27.56%	61	44.2%	113	72.44%	77	55.8%	58	37.18%	26	18.84%	31	19.87%	9	6.52%

Algebra I																		
Campus	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
McCarroll Middle	72	72	0	0%	0	0%	72	100%	72	100%	66	91.67%	65	90.28%	46	63.89%	55	76.39%
Decatur High School	187	191	27	14.44%	39	20.42%	160	85.56%	152	79.58%	111	59.36%	87	45.55%	51	27.27%	27	14.14%
District	259	263	27	10.42%	39	14.83%	232	89.58%	224	85.17%	177	68.34%	152	57.79%	97	37.45%	82	31.18%
Economically Disadvantage	103	110	18	17.48%	24	21.82%	85	82.52%	86	78.18%	58	56.31%	53	48.18%	28	27.18%	25	22.73%
LEP	25	27	14	56%	9	33.33%	11	44%	18	66.67%	4	16%	8	29.63%	0	0%	0	0%
Special Ed	30	31	11	36.67%	14	45.16%	19	63.33%	17	54.84%	6	20%	3	9.68%	1	3.33%	0	0%
American Indian/Alaskan Native	2	2	0	0%	0	0%	2	100%	1	50%	2	100%	1	50%	0	0%	1	50%
Asian	2	2	0	0%	0	0%	2	100%	2	100%	2	100%	2	100%	2	100%	1	50%
Black/African American	4	4	1	25%	2	50%	3	75%	2	100%	2	50%	3	75%	2	50%	0	0%
Hispanic	85	95	18	21.18%	19	20%	67	78.82%	76	80%	47	55.29%	49	51.58%	19	22.35%	24	25.26%
Two or More Races	6	6	0	0%	0	0%	6	100%	6	100%	5	83.33%	4	66.67%	2	33.33%	3	50%

White	160	154	8	5%	19	12.34%	152	95%	135	87.66%	119	74.38%	93	60.39%	72	45%	53	34.42%
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English I																		
Decatur High School	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	300	308	102	34%	90	29.22%	198	66%	218	70.78%	151	50.33%	184	59.74%	16	5.33%	45	14.61%
Economically Disadvantage	124	129	57	45.97%	56	43.41%	67	54.03%	73	56.59%	42	33.87%	58	44.96%	6	4.84%	8	6.2%
LEP	39	45	35	89.74%	36	80%	4	10.26%	9	20%	0	0%	5	11.11%	0	0%	0	0%
Special Ed	42	43	37	88.1%	34	79.01%	5	11.9%	9	20.93%	2	4.76%	4	9.3%	0	0%	0	0%
American Indian/Alaskan Native	2	2	0	0%	1	50%	2	100%	1	50%	2	100%	1	50%	0	0%	0	0%
Asian	2	4	0	0%	0	0%	2	100%	4	100%	2	100%	4	100%	0	0%	0	0%
Black/African American	4	5	1	25%	1	20%	3	75%	4	80%	2	50%	3	60%	0	0%	0	0%
Hispanic	113	110	49	43.36%	54	49.09%	64	56.64%	56	50.91%	41	36.28%	42	38.18%	3	2.65%	5	4.55%
Two or More Races	5	7	1	20%	3	42.86%	4	80%	4	57.14%	4	80%	4	57.14%	0	0%	1	14.29%
White	174	180	51	29.31%	31	17.22%	123	70.69%	149	82.78%	100	57.47%	130	72.22%	13	7.47%	39	21.67%

English II																		
Decatur High School	2018 Total #	2019 Total #	2018 Did Not Meet		2019 Did Not Meet		2018 Approaches		2019 Approaches		2018 Meets		2019 Meets		2018 Masters		2019 Masters	
District	300	287	71	23.67%	73	25.44%	229	76.33%	214	74.56%	177	59%	171	59.58%	28	9.33%	28	9.76%
Economically Disadvantage	144	108	45	31.25%	39	36.11%	99	68.75%	69	63.89%	67	46.53%	46	42.59%	6	4.17%	6	5.56%
LEP	30	35	21	70%	30	85.71%	9	30%	5	14.29%	5	16.67%	2	5.71%	0	0%	0	0%
Special Ed	26	31	21	80.77%	25	80.65%	5	19.23%	6	19.35%	1	3.85%	3	9.68%	0	0%	0	0%
American Indian/Alaskan Native	3	3	1	33.33%	1	33.33%	2	66.67%	2	66.67%	2	66.67%	1	33.33%	0	0%	0	0%
Asian	2	3	0	0%	0	0%	2	100%	3	100%	2	100%	3	100%	0	0%	1	33.33%
Black/African American	6	4	0	0%	0	0%	6	100%	4	100%	4	66.67%	3	75%	0	0%	0	0%
Hispanic	103	105	37	35.92%	42	40%	66	64.08%	63	60%	40	38.84%	52	49.52%	3	2.91%	7	6.67%
Two or More Races	3	6	1	33.33%	1	16.67%	2	66.67%	5	83.33%	1	33.33%	5	83.33%	0	0%	0	0%
White	183	166	32	17.49%	29	17.47%	151	82.51%	137	82.53%	128	69.95%	107	64.46%	25	13.66%	20	12.05%

Student Academic Achievement Strengths

Decatur ISD has shown growth in many academic areas, specifically in the Meets and Masters categories. The student cohorts are showing academic performance increases in many areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Many of our students are not meeting grade level standards. **Root Cause:** Students come to DISD with a wide range of social and academic skill levels. Identifying individual student needs is difficult when teachers have so many students at varying levels of academic experience.

District Processes & Programs

District Processes & Programs Summary

Decatur ISD has extensive curricular programs for all students. Beginning in kindergarten, students annually are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. Most student needs can and will be met in the general curriculum. Students also have access to support systems such as:

- Dyslexia support
- ELL support
- RTI plans
- Credit recovery programs

In addition, DISD offers opportunities for students that are performing at higher levels or seek additional challenging programs such as:

- Math acceleration
- CBE opportunities
- Open enrollment in Pre-AP and AP courses
- Dual Credit
- Internships

District Processes & Programs Strengths

The district provides a variety of curricular programs for students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district needs to review and revise the district's multi tiered level of support to meet the needs of all students. **Root Cause:** There are so many students who need additional supports to either remediate or extend learning. Identifying the appropriate instructional strategies and resources for the varying needs has to be done.

Perceptions

Perceptions Summary

Decatur ISD makes every effort to involve all stakeholders, including parents, community members, teachers, staff, and representatives of local businesses in the planning and review of district programs.

Perceptions Strengths

The district makes every effort to maintain an excellent public reputation. The 2018-2019 Decatur ISD Climate Survey for parents and guardians is evidence that the district and schools are meeting the needs of the community.

- 95% feel the health services provided at school meet the needs of students
- 92% feel the school is clean and well maintained
- 91% of all students feel welcomed at school
- 89% feel that teachers hold high expectations for all students
- 88% feel safe at school
- 85% feel the curriculum is challenging and relevant to their child

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
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

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: Improve student outcomes in Math from 76% to 86% in grades 3-8 by May 2021 as measured by the State of Texas Assessments of Academic Readiness.

Evaluation Data Source(s) 1: STAAR



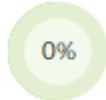

Progress Monitoring through Istation, CFA's, and Interim Assessments

Summative Evaluation 1:

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math.

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 1) Implement Professional Learning Community collaborative meetings to focus on student performance data and intervention.	2.4, 2.5, 2.6	Campus Principals PLC Leaders	Increase in teacher efficacy, data tracking by students, increase in # of students passing the STAAR.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teams of teachers will participate in Texas Lesson Study.	2.4, 2.5, 2.6	Campus Principals	Increase in student performance on the 4th math STAAR.				

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 3) Provide professional development activities with a focus on math strategies that address high frequency tested STAAR items.	2.4, 2.5, 2.6	Assistant Superintendent	Increase in student performance.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide At-Risk students additional time and resources through a Flex period.	2.4, 2.5, 2.6	Campus Principals	Increase the # of students in the intervention class who meet the passing standard on the STAAR assessment.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Design summer enrichment and jump start programs for students who need additional support.	2.4, 2.5, 2.6	Assistant Superintendent Summer School Administrator	Increase access for students needing remediation or extension opportunities.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Increase the use of progress monitoring tools such as Istation, ALEKS, and Egenuity.	2.4, 2.5, 2.6	Assistant Superintendent Director of Assessment Campus Administrators	Use of progress monitoring tools will allow teachers to make better instructional decisions resulting in an increase in student performance.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Partner with ESC 11 to provide instructional coaching for selected teachers.	2.4, 2.5, 2.6	Assistant Superintendent of C & I Campus Principals	Increase in teacher efficacy Increase in student performance				
Funding Sources: General Fund - 0.00							
 = 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: Improve student outcomes in ELA from 76% to 86% in grades 3-11 by May 2021 as measured by the State of Texas Assessments of Academic Readiness.

Evaluation Data Source(s) 2: STAAR





Progress Monitoring through Istation, CFA's, DRA, and Interim Assessments

Summative Evaluation 2:

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Implement Professional Learning Community collaborative meetings to focus on student performance data and intervention.</p>	2.4, 2.5, 2.6	Campus Principals PLC Leaders	Increase in teacher efficacy, data tracking by students, increase in # of students passing the STAAR.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implement K-12 Literacy plan focused on reading, writing, speaking, and listening.</p>	2.4, 2.5, 2.6	Assistant Superintendent Literacy Coach Campus Administrators	By 2020 an increase of 5% in reading assessment scores. By 2021 an increase of 10% in reading assessment scores. Increase # of students reading and writing on grade level.				
<p>3) Provide professional development activities with a focus on ELA strategies that address high frequency tested STAAR items. Units of Study Patterns of Power Student Lexile</p>	2.4, 2.5, 2.6	Assistant Superintendent Literacy Coach	Increase in student performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Increase the use of progress monitoring tools such as Istation, DRA, and Egenuity.	2.4, 2.5, 2.6	Assistant Superintendent Literacy Coach Director of Assessment Campus Administrators	Use of progress monitoring tools will allow teachers to make better instructional decisions resulting in an increase in student performance.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Provide At-Risk students additional time and resources through a Flex period.	2.4, 2.5, 2.6	Campus Administrators	Increase the # of students in the intervention class who meet the passing standard on the STAAR assessment.				
6) Design summer enrichment and jump start programs for students who need additional support.	2.4, 2.5, 2.6	Assistant Superintendent Summer School Administrator	Design summer enrichment and jump start programs for students who need additional support.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Partner with ESC 11 to provide instructional coaching for selected teachers.	2.4, 2.5, 2.6	Assistant Superintendent of C & I Campus Principals	Increase in teacher efficacy Increase in student performance				
Funding Sources: General Fund - 0.00							
 = 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 3: The percentage of graduates who have earned any one of the following: "college qualifying" score on the TSI, SAT, ACT, or military ASVAB exams, or received an industry certification will increase 5% by 2020.

Evaluation Data Source(s) 3: Tracking done through Assessment office and CTE coding.

Summative Evaluation 3:

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) Provide funding for one AP exam.</p>	2.4, 2.5, 2.6	Academic Dean	Increase # of students taking the exam.				
Funding Sources: General Fund - 0.00							
<p>TEA Priorities Connect high school to career and college 2) Develop process for coding, staffing, and scheduling CTE pathways.</p>	2.4, 2.5, 2.6	CTE Coordinator Academic Dean High School Counselors High School Principal	Ensure correct coding of students.				
<p>TEA Priorities Connect high school to career and college 3) Host Parent Education events to review graduation requirements, and FASFA process.</p>	2.4, 2.5, 2.6, 3.2	High School Principal High School Counselors Academic Dean	Increase # of students completing the FASFA.				
<p>TEA Priorities Connect high school to career and college 4) Expand offerings for Dual Credit courses and provide support for students in scheduling.</p>	2.6	Assistant Superintendent Academic Dean High School Counselors High School Principal	An increase in the # of students taking a Dual Credit course.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Connect high school to career and college 5) Monitor student progress in obtaining College & Career, Military Readiness status with multiple indicators.	2.4, 2.5, 2.6	Assistant Superintendent CTE Coordinator High School Principal High School Counselors	Increase the # of students earning at least one of the CCMR criteria.				
6) DHS will serve as a testing site for both the ACT and SAT test.	2.4, 2.5, 2.6	Campus counselor Campus administrator					
7) Increase Industry Based Certification option.	2.4, 2.5, 2.6	CTE Coordinator Campus principal	Increase the number of students enrolling and passing an IBC.				

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

Performance Objective 4: *80% of students will make expected growth on the 2020 math and reading State of Texas Assessments of Academic Readiness assessment.

Evaluation Data Source(s) 4: STAAR


Summative Evaluation 4:

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

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 Connect high school to career and college Improve low-performing schools 1) Implement a comprehensive K-12 Literacy plan.	2.4, 2.5, 2.6	Assistant Superintendent of Curriculum & Instruction K-2 Literacy Coach	Increase in the # of students making the yearly expected growth.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide ongoing job-embedded professional learning for teachers and administrators around best instructional practices.	2.4, 2.5, 2.6	Assistant Superintendent of C & I Campus Principals					
Funding Sources: General Fund - 0.00							
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Develop a comprehensive assessment schedule monitoring the progress of all students to guide instructional decisions.	2.4, 2.5, 2.6	Assistant Superintendent of C & I Director of Assessment Campus Principals	Personalized learning, Increase in students meet state standards and expected growth				

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) Partner with ESC 11 to provide instructional coaching for selected teachers.	2.4, 2.5, 2.6	Assistant Superintendent of C & I Campus Principals	Increase in teacher efficacy Increase in student performance				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) District will identify and provide necessary supports for students identified as homeless.	2.6	Director of HR and Federal Programs	Increase in student performance				



100% = Accomplished
➔ = Continue/Modify
0% = No Progress
✗ = Discontinue

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


Performance Objective 1: Decatur ISD will increase the percentage of families perceptions on school safety and wellness from a 3.09 on the 2019 Parent Climate Survey to a 3.3 on the 2020 Parent Climate Survey.

Evaluation Data Source(s) 1: School Surveys, School Partnerships, and School programs

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools 1) Administer School and District Climate Surveys to students, staff, parents, and community members to measure satisfaction of the school experience.</p>	2.6	Assistant Superintendent Director of Communications	Improved stakeholder experience				
Funding Sources: General Fund - 0.00							
2) All districts campuses will participate in "Start with Hello" week.	2.5	Campus Counselors Campus Principals	Create a more inclusive environment on campus				
3) All teachers will complete training on bullying, dating violence, suicide prevention, substance abuse, sexual harassment, and conflict resolution.	2.6	Campus Principals Campus Counselors	Decrease in incidents				
4) Revise and edit the Emergency Operation Plan annually.		Assistant Superintendent of Operations Campus Principals	Changes communicated to staff, Training for new staff				
5) Create Campus Crisis/Threat Assessment teams on each campus.		Assistant Superintendent of Operations, Campus Principals	Increased Campus Safety measures				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Increase parent education events on drug trends and awareness.		Assistant Superintendent of Operations Campus Principals Campus Counselors	Decrease in number of drug and alcohol discipline referrals				
7) Identify areas of physical safety in need of improvement as outlined in the safety audits.		Assistant Superintendent of Operations Director of Maintenance and Facilities Campus Principals	Increase in safety of students as identified through climate surveys and internal safety audits				
8) Add an additional Elementary SRO to monitor elementary campuses during school hours.		Assistant Superintendent of Operations	Increase presence of law enforcement on campuses				
							

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: Increase opportunities for stakeholder groups to participate in volunteer opportunities in the school district as communicated on the 2019 Parent Climate Survey from 2.98 to 3.2 on the 2020 Parent Climate Survey.

Evaluation Data Source(s) 1: # of participants at events, 2020 Parent Climate Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Participate in the Friends of Texas Public Schools Ambassador Program		Assistant Superintendent of C & I Director of Communications	Increase in stakeholder participation and perceptions of the school district.				
Funding Sources: General Fund - 0.00							
2) Establish a Silver Eagle Ambassador Group consisting of alumni and teaching alumni to involve in the school district.		Director of Communications Assistant Superintendent	Increase in stakeholder participation and perceptions of the school district.				
3) Maintain multiple modes of media for effective communication of district related information, events, and celebrations.		Director of Communication	Increase parent involvement, Increase perceptions around the school experience				
							

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$100,000.00
6100 Subtotal:		\$100,000.00
6200 Professional and Contracted Services		
199	6216 Professional Services - Locally Defined	\$40,000.00
6200 Subtotal:		\$40,000.00
6300 Supplies and Services		
199	6329 Reading Materials	\$110,000.00
6300 Subtotal:		\$110,000.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sheila McCollum	Director of CTE	CTE Perkins	1
Stephanie Quarles	Director of Instructional Technology	Title II	.8

District Educational Improvement Council

Committee Role	Name	Position
Ad Hoc Members	Jennifer Terrell	Director of Assessment
Committee Chair	Shane Conklin	Assistant Superintendent
Classroom Teacher	Jennifer McReynolds	Carson
Classroom Teacher	Alexis Balboni	Carson
Classroom Teacher	Madison Grantham	Rann
Classroom Teacher	Sara Flatt	Young
Classroom Teacher	Tracie Finstad	Young
Classroom Teacher	Julie Siebold	DIS
Classroom Teacher	Julie Russell	DIS
Classroom Teacher	Kara Hayes	MMS
Classroom Teacher	Donnette Hicks	MMS
Classroom Teacher	David Park	DHS
Classroom Teacher	Raegan Bayless	DHS
Secondary Non-Teaching Professional	Sheila McCollum	Administrative
Elem. Non-Teaching Professional	Angie Eudy	DIS
Parent Representative	Laura Reeves	Rann Parent
Parent Representative	Molloy Hunter	Parent
Community Representative	Bridget Knight	Community
Community Representative	Chrissy karrer	Community
Business Representative	Jeff Sicking	Business

District Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	2	7			\$0.00
1	3	1			\$0.00
1	4	2			\$0.00
2	1	1	ESC 11 Survey, Organizational Health Survey		\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

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		

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. 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;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged 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, including procedures for a student to anonymously report 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
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 a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and 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.

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

Student Report

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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
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, sex, 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	<p>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.</p> <p>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.</p>
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.
District Action	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. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	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>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>
<i>Corrective Action</i>	<p>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 whether 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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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 shall be readily available at each campus and the District's administrative offices.</p>