

Cooper Independent School District

District Improvement Plan

2023-2024



Mission Statement

Our mission is to graduate all students with the necessary educational and social skills to maximize and attain personal and professional goals.

Vision

Our vision is to take Cooper ISD from good to great in becoming the best school district in the state of Texas.

Belief Statements

We believe all students possess the capacity to learn at a higher standard.

We believe leadership is the responsibility and reflection of all stakeholders. As fair and impartial leaders we will develop strategies to problem solve, energize, and motivate for the greater good of all.

We believe in the practice and modeling of continuous lifelong adult learning through the collaboration and development of professional relationships resulting in greater student success.

We believe that it is the responsibility of CISD stakeholders to create a united partnership to be accountable for lifelong student success.

We believe in the diligent pursuit of continuous improvement with a willingness to adapt and make changes for the success of our students.

We believe that collaboration and inclusion by a committed group of stakeholders will assure that students progress and succeed as responsible citizens. We believe the values and opinions of all stakeholders should be treated with respect and dignity thus providing a quality education for all students.

We believe that the stakeholders will provide a comprehensive system of effective processes and behaviors which will promote growth in our students as systems thinkers and enable them to succeed as they progress through their educational pursuits and into a global society.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- District Culture and Climate 8
- Staff Quality, Recruitment, and Retention 9
- Curriculum, Instruction, and Assessment 11
- Parent and Community Engagement 12
- District Context and Organization 13
- Technology 15
- Priority Problem Statements 16
- Comprehensive Needs Assessment Data Documentation 18
- Goals 21
- Goal 1: CULTURE Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements. 22
- Goal 2: LEADERSHIP & SYSTEMS Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students. 26
- Goal 3: STUDENT CENTERED INSTRUCTION AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students. 34
- Goal 4: CLIMATE & SAFE LEARNING ENVIRONMENT Provide a quality learning environment that is safe, protective and supportive for all students and staff. 46
- Addendums 51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper ISD is a rural 2-A district serving students from PK-12. Campus enrollment has increased over the last couple of years and now totals 860 students districtwide. The local communities in the area are small with very few large businesses. Some residents are farmers, some commute to nearby larger towns, and others have a small local business. English is the predominant language spoken with Spanish coming in second. The school is in a low income area, and many parent and community expectations for students is to work after high school. The graduation rate holds steady at 97%-100%. Approximately 60% of the students meet college course entrance requirements (without remediation) and ultimately 40% graduate with some college credit. There is a high level of involvement in school activities. With very little crime; this community is viewed as a safe place to live and raise children. The philosophy and beliefs of our teachers and administrators align with our mission and goals that all students will be prepared for college and certificate areas on industry upon graduation. College readiness at all grade levels for ALL is the aligned vision and mindset at each campus.

Total Student Enrollment : 847

Student Enrollment by Race/Ethnicity

African American 7.7%

Hispanic 15.8%

White 69.3%

American Indian 1.2%

Asian .2%

Pacific Islander 0%

Two or More Races 5.8%

Demographics Strengths

- Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled)
- Number of students meeting the CCMR standard in all sub pops (TSI/DC/CTE Certifications)
- Number of students demonstrating growth from one year to the next.
- Those who previously grew two years(in one year)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause:** Explicit and individualized targeted instruction needed to close academic gaps.

Student Achievement

Student Achievement Summary

| 3rd Grade Reading | Approaches | Meets | Masters | 3rd Grade Math | Approaches | Meets | Masters |
|-------------------|------------|-------|---------|----------------|------------|-------|---------|
| State | 77 | 51 | 20 | State | 73 | 44 | 19 |
| Region | 77 | 49 | 17 | Region | 72 | 43 | 16 |
| CISD | 70 | 41 | 14 | CISD | 56 | 33 | 9 |
| 4th Grade Reading | Approaches | Meets | Masters | 4th Grade Math | Approaches | Meets | Masters |
| State | 78 | 47 | 21 | State | 70 | 47 | 22 |
| Region | 78 | 44 | 17 | Region | 69 | 44 | 18 |
| CISD | 77 | 46 | 14 | CISD | 68 | 39 | 8 |
| 5th Grade Reading | Approaches | Meets | Masters | 5th Grade Math | Approaches | Meets | Masters |
| State | 81 | 56 | 28 | State | 80 | 50 | 21 |
| Region | 79 | 54 | 25 | Region | 68 | 50 | 18 |
| CISD | 64 | 46 | 23 | CISD | 76 | 37 | 10 |
| 6th Grade Reading | Approaches | Meets | Masters | 6th Grade Math | Approaches | Meets | Masters |
| State | 76 | 51 | 22 | State | 74 | 44 | 16 |
| Region | 76 | 50 | 18 | Region | 75 | 36 | 12 |
| CISD | 72 | 37 | 8 | CISD | 73 | 16 | 6 |
| 7th Grade Reading | Approaches | Meets | Masters | 7th Grade Math | Approaches | Meets | Masters |
| State | 76 | 52 | 26 | State | 61 | 35 | 10 |
| Region | 80 | 56 | 26 | Region | 68 | 40 | 10 |
| CISD | 85 | 52 | 21 | CISD | 64 | 33 | 9 |

| 3rd Grade Reading | Approaches | Meets | Masters |
|-------------------|------------|-------|---------|
| State | 77 | 51 | 20 |
| Region | 77 | 49 | 17 |
| CISD | 70 | 41 | 14 |

| 3rd Grade Math | Approaches | Meets | Masters |
|----------------|------------|-------|---------|
| State | 73 | 44 | 19 |
| Region | 72 | 43 | 16 |
| CISD | 56 | 33 | 9 |

| 8th Grade Reading | Approaches | Meets | Masters |
|-------------------|------------|-------|---------|
| State | 82 | 56 | 27 |
| Region | 84 | 57 | 27 |
| CISD | 89 | 65 | 24 |

| 8th Grade Math | Approaches | Meets | Masters |
|----------------|------------|-------|---------|
| State | 74 | 44 | 16 |
| Region | 77 | 44 | 15 |
| CISD | 81 | 38 | 12 |

| English I | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| State | 71% | 56% | 14% |
| Region | 79% | 64% | 14% |
| CHS | 76% | 68% | 8% |

| Algebra | Approaches | Meets | Masters |
|---------|------------|-------|---------|
| State | 78% | 52% | 24% |
| Region | 86% | 64% | 22% |
| CHS | 81% | 67% | 15% |

| English II | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| State | 74% | 65% | 9% |
| Region | 82% | 64% | 8% |
| CHS | 73% | 67% | 9% |

| 5th Grade Science | Approaches | Meets | Masters |
|-------------------|------------|-------|---------|
| State | 64 | 34 | 15 |
| Region | 66 | 36 | 15 |
| CISD | 59 | 30 | 15 |

| 8th Grade Social Studies | Approaches | Meets | Masters |
|--------------------------|------------|-------|---------|
| State | 60 | 31 | 15 |
| Region | 58 | 26 | 11 |
| CHS | 72 | 27 | 17 |

| 8th Grade Science | Approaches | Meets | Masters |
|-------------------|------------|-------|---------|
| State | 72 | 45 | 16 |
| Region | 71 | 40 | 11 |
| CHS | 60 | 26 | 2 |

| US History | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| State | 95% | 56% | 39% |
| Region | 97% | 63% | 34% |
| CHS | 98% | 58% | 40% |

| Biology | Approaches | Meets | Masters |
|---------|------------|-------|---------|
| State | 89% | 67% | 22% |
| Region | 93% | 75% | 18% |
| CHS | 90% | 45% | 2% |

Student Achievement Strengths

Glow includes -

HS EOC Meets performance for English I & II, as well as Algebra and US History Masters performance.

JH Staar performance in Reading and Social Studies grade.

Elementary Staar Performance 5th grade Math in approaches category.

Growth & Desired Outcomes

EOC performance in Meets across the board.

ACT performance in comparison to state avg.

STAAR performance in Meets and Masters for JH & Elementary in all categories as well as growth goals for each student from one year to the next.

- Note: STAAR 2.0 inclusive of writing and cross curricular text. Writing across the board will continue to be a focused need.
- DDI Calendar holding staff and admin accountable to data analysis frequently with adjustment to instruction accordingly.
- Data analysis drives personalized RTI/Tutoring needs year-round
- Monitoring implementation of all components of balanced literacy adoption to insure implementation is being done with fidelity.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause:** Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.

District Culture and Climate

District Culture and Climate Summary

With the implementation of AVID we have seen a sharp uptake in our student and staff culture & climate.

Student perception about college and the belief of staff in student's going to college is increasing each year.

District Culture and Climate Strengths

- Requiring all graduates to complete the FASFA and Industry Based Certification
- Exposing all students to college tours and providing a go center available for individualized college research.
- Implement personalized student tracking journals in every binder for student accountability of data and CCMR progress.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Parent engagement and understanding of skills necessary for grade level and college readiness **Root Cause:** Lack of parent involvement, planned activities that encourage participation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Meaningful conversation with staff, principals, parents and other community partners allows the campus and district to consult with one another to determine the campus needs for professional development and training. Consultation in the site based revealed campus needs to be: continued training in PLC framework, SEL training to staff to provide support to students and instructional strategies for admin and staff to provide intervention to students and close achievement gaps.

AVID training helps ensure staff are equipped with research based inquiry strategies to increase critical thinking and guide discourse in instruction.

The campus focus will be to continue to train on AVID implementation in all subject areas. Increase training in culturally relevant areas to address the needs of our sub pop groups. Increase training in data analysis to where teachers feel comfortable reviewing data and driving instruction to fill gaps in all levels of RTI along with creating an awareness of what are we doing with those students who were meets the year before.

- Monitoring all previously meets and masters groups in Eduphoria to ensure continued growth with each checkpoint.
- Bringing additional CTE certification opportunities to all students and monitoring closely our CCMR tracker to ensure we are at best CTE certifying those who are not meeting TSI/Dual Credit criteria by Junior year.
- Continued PD in AVID strategies for rigorous questioning, reflection through note taking and reading strategies.
- Conduct self-audit of culturally relevant classroom and PD in Culturally Relevant Teaching offered through AVID to increase relationships and academic success in subpop areas of concern.

Staff Quality, Recruitment, and Retention Strengths

Each campus has spent a great amount of time reviewing the campus needs. The use of program evaluations, STAAR performance and review of district goals were considered when determining the professional development needs.

Additionally recruiting high quality staff members is essential. In the candidate search, principals have looked for individuals with a growth mindset, competent in their content area and those willing to work in collaboration such as PLCs to accomplish student learning outcomes.

Monetary Incentives offered to staff who stay beyond 5 years.

Childcare centered opened this year to service children of staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Instructional staff will need year-long support in AVID non-negotiable strategies. **Root Cause:** Pause in professional development and

implementation of AVID due to pandemic in recent years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Assessment with checkpoints has proven to be effective on knowing where students stand in performance at each milestone which instruction is driven based upon analysis of data. Research based Bridges, LLI, IXL and Study Island used to bridge gaps in instruction for response to intervention.

To strengthen the effectiveness of DDI, coaching meetings will need to be more specific in asking teachers to take a look beyond approaches at each milestone and create RTI groups for those who previously met and mastered and are not growing.

- DDI Calendar holding staff and admin accountable to data analysis frequently with adjustment to instruction accordingly.
- Data analysis drives personalized RTI/Tutoring needs year-round, this area needs strong focus due to pandemic learning loss.
- Monitoring implementation of all components of balanced literacy adoption to insure implementation is being done with fidelity.

Curriculum, Instruction, and Assessment Strengths

Strengths include implementation in balanced literacy programs and implementation of Fountas & Pinnell.

Gradual release model to instruction with Guided Discourse Questioning

Data Driven Instructional Calendar with use of campus checkpoints and other formative assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth.

Root Cause: Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.

Problem Statement 2 (Prioritized): Grade level essential standards and student expectations of artifacts need to be identified to allow for targeted, effective instruction. **Root Cause:** Pandemic learning loss creates individualized challenges. Essential standards allows a starting point in each grade/subject to fill below grade level gaps while teaching on grade level.

Parent and Community Engagement

Parent and Community Engagement Summary

Great deal of parent engagement at the Elementary campus. Strong PTO which provides ongoing support to staff and students.

All Parent and Family Engagement Activities have an opportunity to review AVID non-negotiables prior to each parent and community event to increase awareness and train parents on how to help students be successful with remote learning, and AVID strategies. One area to expand upon for the coming year would be to offer social and emotional support to parents of at-risk students and provide training for recognizing social behaviors while continuing to review AVID non-negotiables and offer breakout sessions at each Title I event to support and train parents.

- Host parent university
- Continue STEM / Reading events as an extension in learning and offering support to parents & community.
- Social / Emotional Behavior intervention training to parents and students.
- Training in Bridges and Guided Math for Elem
- Master Schedule review to provide explicit instructional time needed.
- AVID Site Team Meetings

Parent and Community Engagement Strengths

Feedback from stakeholders have been positive in that they feel the programs offered are relevant and offer quality enrichment. Would like to see increased involvement from Secondary families. Planning for activities will be inclusive of Secondary parents and the needs of secondary students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent involvement at Secondary Campus outside of extracurricular student activities. **Root Cause:** Activities offered have not been communicated well or designed to offer something parents feel they may need to support their child.

Problem Statement 2: Offer social and emotional support to parents of at-risk students and provide training for recognizing social behaviors to parents. **Root Cause:** Lack of activities designed to support student's social emotional learning for parents.

District Context and Organization

District Context and Organization Summary

Cooper I.S.D. will consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, students, local government representatives, and community partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title I, II, and IV. CISD will seek advice from the individuals and organizations regarding how best to improve our activities to meet the purpose of Title I, II and IV, and how CISD will use data and ongoing consultation to continually update and improve activities supported under Title I, II and IV.

- Stakeholder involvement and input will be ongoing from decision making, implementation and evaluation
- Analysis from assessment data, student outcomes, campus program evaluation data, and surveys will be considered in planning
- Surveys for input will be provided for those who can not attend in person meetings

Staff and Stakeholders play a vital role in shaping change. This can range from an AVID site plan of action to committee work at the elem campus. As we look at the master schedule in the spring our focus will be to monitor alignment of needed courses and CTE options to allow all students to participate in both Dual credit and their CTE interests. Safety layers added annually to ensure a safe and secure educational environment for all students. Counseling support services weekly to address social emotional needs of our students. To meet HB 4545 requirements, there will be an RTI revamp to close achievement gaps in both JH and Elem with the EOC course adding a reading recovery section.

District Context and Organization Strengths

Cooper ISD has school leadership development opportunities for both teachers and current campus leaders. Cooper ISD has partnered with Learning Tree and AVID instructional strategies to provide targeted professional learning opportunities to district administration as well as selective campuses to empower leaders and improve student outcomes. The goal is to grow our own leaders and Title II programming/funds will be used to help support these leadership opportunities.

Each year district and campus teams review barriers for participation to stakeholder input meetings. Offering a variety of times to ensure maximum stakeholder attendance and/or surveys offered to allow stakeholders to provide input in a comfortable setting and/or participation in their absence.

- Training in Bridges and Guided Math for Elem
- Master Schedule Review
- Committee & AVID Site Team Action plans
- Safety Training (ongoing)
- Counseling Services weekly
- At-risk Student Monitoring Team

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Interventionist team needed to track and monitor progress of SEL and academic plans for targeted intervention. **Root Cause:** Staff not previously allocated to this much needed work.

Problem Statement 2 (Prioritized): CISD teachers need ongoing instructional coaching, SEL support and PLC support by both campus and district personnel **Root Cause:** Pandemic limited AVID training opportunities, district wide need for strategy training specific to subject areas and social emotional training needs for staff to support students.

Technology

Technology Summary

Technology supports include 1:1 chromebook or chromepads for every classroom. Large interactive panel provided in each classroom to increase instruction. Training in Google and instructional apps have been successful for both students and staff.

Technology Strengths

Access to technology and software districtwide.

Priority Problem Statements

Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled)

Root Cause 1: Explicit and individualized targeted instruction needed to close academic gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR performance in meets for JH and Elementary Math and Reading.

Root Cause 2: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parent engagement and understanding of skills necessary for grade level and college readiness

Root Cause 3: Lack of parent involvement, planned activities that encourage participation.

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: Instructional staff will need year-long support in AVID non-negotiable strategies.

Root Cause 4: Pause in professional development and implementation of AVID due to pandemic in recent years.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth.

Root Cause 5: Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Grade level essential standards and student expectations of artifacts need to be identified to allow for targeted, effective instruction.

Root Cause 6: Pandemic learning loss creates individualized challenges. Essential standards allows a starting point in each grade/subject to fill below grade level gaps while teaching on grade level.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Interventionist team needed to track and monitor progress of SEL and academic plans for targeted intervention.

Root Cause 7: Staff not previously allocated to this much needed work.

Problem Statement 7 Areas: District Context and Organization

Problem Statement 8: CISD teachers need ongoing instructional coaching, SEL support and PLC support by both campus and district personnel

Root Cause 8: Pandemic limited AVID training opportunities, district wide need for strategy training specific to subject areas and social emotional training needs for staff to support students.

Problem Statement 8 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- 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

Goals

Goal 1: CULTURE

Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Performance Objective 1: The percentage of graduates that meet the criteria for College, Career & Military Readiness (CCMR) will increase from 84% to 90% by August 2025.

HB3 Goal





Evaluation Data Sources: Campus goals

Quantifiable goals for measures of CCMR(HB 3)

Current and/or prior year(s) campus and/or district improvement plans

Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Milestone data reviewed BOY, MOY, and EOY to monitor progress toward student CCMR Outcome goals. Strategy's Expected Result/Impact: Targeted student learning objectives set and tracked for each senior student. Celebrations designed for individuals successfully reaching CCMR goals. Staff Responsible for Monitoring: Academic Advisor Social Worker Admin Team DC Instructors CTE Instructors</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Increase CTE certifications by: Reviewing coursework and grad plans for all students to align all CTE courses with anticipated careers. Ensure every pathway leads to a CTE certification. Meeting the needs of certification standards by aligning instruction to include practice questions that tie to data for analysis and monitoring of progress. CTE certifications paid for with state funds. Strategy's Expected Result/Impact: Increase % of CCMR graduates for 22-23. Staff Responsible for Monitoring: CTE Instructors Academic Advisors Leadership Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: Host College and Career Day for all students to meet and interact with professionals from many organizations and careers.</p> <p>Strategy's Expected Result/Impact: Increased awareness of potential careers and what college requirements include.</p> <p>Staff Responsible for Monitoring: AVID Site Team Academic Advisors Counselors Admin Team CTE Instructors</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: TSI, ACT and PSAT Assessments given on campus with preparation included as enrichment opportunities to increase access to Associate's Degree Program.</p> <p>Strategy's Expected Result/Impact: Increase number of students participating in Associate's Degree & Dual Credit Programs.</p> <p>Staff Responsible for Monitoring: Academic Advisors Interventionists, Testing Coordinator Admin Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: CTE Advisory Board utilize to give insight from industry to CTE teachers as they prepare for instruction and exposure for students to align with industry standards.</p> <p>Strategy's Expected Result/Impact: Input from CTE advisory board to drive instruction and identify needs for our CTE program to better the outcomes of student performance.</p> <p>Staff Responsible for Monitoring: CTE Team Admin Team Academic Advisor</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Construct a paint booth lab to increase industry ready skills by CTE students.</p> <p>Strategy's Expected Result/Impact: Career Readiness / Industry Certifications in Paint and Detail</p> <p>Staff Responsible for Monitoring: CTE Staff and Admin</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: CULTURE

Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Performance Objective 2: Campus leaders and staff take responsibility for the growth of all students as evidenced in student outcomes, artifacts and student celebrations at all levels. Campus leaders and staff take responsibility for students being college and career ready at each grade level as they move through their educational journey.

High Priority

- Evaluation Data Sources:** 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 EL Progress Measure data
 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
 SAT and/or ACT assessment data
 Student Success Initiative (SSI) data for Grades 5 and 8
 SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
 Student failure and/or retention rates
 Local benchmark or common assessments data
 Running Records results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Milestone data utilized to progress measure AVID implementation, and student success toward district literacy, math and CCMR goals.</p> <p>Strategy's Expected Result/Impact: Tracking SLO progress, set new goals each quarter and assign targeted interventions to teams as needed. Plan celebrations as goals are attained.</p> <p>Staff Responsible for Monitoring: Admin Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Student Celebrations such as RTI Rally, Bulldog Bash, College Signing Day, Student goals are planned and met.</p> <p>Strategy's Expected Result/Impact: Celebrate student learning goals achieved. Accolades and positive affirmations</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |

given public when students set goals and reach milestones toward those goals.

Staff Responsible for Monitoring: Academic Advisors


Counseling Team


Social Workers

Admin Team

Teachers

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: CULTURE

Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Performance Objective 3: AVID Schoolwide culture is evident through an established stakeholder mindset rooted in the benefits from rigorous and challenging coursework.

Evaluation Data Sources: Parent/Community Data

Parent surveys and/or other feedback





Parent Involvement Rate

Support Systems and Other Data

Organizational structure data

Processes and procedures for teaching and learning, including program implementation

Study of best practices

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Planned Family Engagements at campus levels to inform parents of successful AVID instructional strategies, and how to support focused notes, organization and inquiry.</p> <p>Strategy's Expected Result/Impact: Articulation between elementary, middle, and high schools is seamless. The college and career readiness is constant as students move through their educational journey.</p> <p>Staff Responsible for Monitoring: Staff Admin Team AVID Site Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students.

Performance Objective 1: The percentage of staff using AVID strategies increases to 65% by spring of 2024 as evidenced in walkthrough data.

Evaluation Data Sources: WICOR Submissions, and Classroom Observations

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 EL Progress Measure data

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

SAT and/or ACT assessment data





Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

Running Records results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Professional development and training for teachers on learning strategies to personalize instruction through flexible small group/individualized instruction, rigorous thinking experiences and student agency. Including but not limited to AVID instructional strategies in Costa's Questioning, Organization and Focus Note Taking.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Implement AVID proven instructional strategies with fidelity.</p> <p>Staff Responsible for Monitoring: Admin Team AVID site team Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students.

Performance Objective 2: The leadership team and staff support AVID site team goals that impact all students through AVID schoolwide non-negotiable strategies:

- Organizational skills
- Focused note-taking skills
- Level III questions and instructional tasks

Evaluation Data Sources: WICOR Submissions, and Classroom Observations

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 EL Progress Measure data

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

SAT and/or ACT assessment data





Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

Running Records results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Site goals created with stakeholder input. Leadership teams utilizes walkthrough data to support site goals and offer in the moment coaching where necessary. Data is reviewed each six weeks to determine overall coaching and pd needs by department.</p> <p>Title 1: 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Provide intervention with identified essential standards below grade level while sharing a common language.</p> <p>Staff Responsible for Monitoring: Admin Team Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students.

Performance Objective 3: Effective Leadership PLCs utilize reflective & coaching practices of AVID non-negotiables to increase student success toward literacy, math and CCMR goals.

Evaluation Data Sources: Planning Observation, Data Analysis, Student Learning Objectives, Artifacts and Celebrations.

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 EL Progress Measure data

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

SAT and/or ACT assessment data





Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

Running Records results

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Leadership team meets monthly to promote professional growth utilizing T-TESS evaluation, teacher goal setting, learning walks, and walkthroughs.</p> <p>Strategy's Expected Result/Impact: Improved Instruction/Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus leadership team organizes regularly scheduled PLCs to promote and ensure instruction aligns to the expected rigor of the TEKS.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Well aligned and engaging instruction that meets the expected rigor/Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students.

Performance Objective 4: Effective Instructional PLCs utilize explicit teaching and student checkpoint data for goal setting and tracking of progress with student ownership.

Evaluation Data Sources: Planning Observation, Data Analysis, Student Learning Objectives, Artifacts and Celebrations.

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

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SAT and/or ACT assessment data

Student Success Initiative (SSI) data for Grades 5 and 8





SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

Running Records results

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs.</p> <p>Strategy's Expected Result/Impact: Increase review of student data and improvement in IEP documents</p> <p>Staff Responsible for Monitoring: Special Education Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Data will be used to make decision on goal progress as well as inclusion time in an effort to improve ARD decision making resulting in better placements and services for students.</p> <p>Strategy's Expected Result/Impact: Improve ARD decision making resulting in better placements and services for students</p> <p>Staff Responsible for Monitoring: Administration Special Education Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Teachers make data-driven instructional decisions to provide personalized student support. Teachers will track student data after each assessment to help determine if students are on track to meet grade level expectations</p> <p>Implement data walls in each classroom, along with personal data growth charts housed in student binders.</p> <p>Maintain common language focused on best practices ensuring learning for all students.</p> <p>PLC leadership and structure to focus discussions on the use of WICOR strategies in lessons and unit design.</p> <p>TTESS pre conferences with teachers to set growth goals monitored by data obtained from observations and walkthroughs to guide instructional practices; reflective practices and progress on SLOs.</p> <p>Communicate PLC goals and materials needed prior to PLC meetings.</p> <p>Strategy's Expected Result/Impact: Intentional Professional Learning Communities & Improved Student Achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students.

Performance Objective 5: Leaderships teams maintain highly qualified staff through professional development in AVID instructional strategies, Balanced Literacy and Guided Math.

Evaluation Data Sources: Planning Observation, Data Analysis, Student Learning Objectives, Artifacts and Celebrations.

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 EL Progress Measure data

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

SAT and/or ACT assessment data

Student Success Initiative (SSI) data for Grades 5 and 8





SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

Running Records results

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide professional development time time dedicated to vertical teaming.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Allow teachers to collaborate and work on problem areas in our curriculum. As teams, teachers will work to close learning gaps.</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide professional development opportunities through district in service, AVID Workshops, ESC workshops in core academic areas, instructional coaching, classroom visits and PLC conversations.</p> <p>Title 1: 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Increased learning and student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: New teachers with 0-2 years experience will be paired with a Mentor to serve as a guide for content growth as well as attitude and leadership</p> <p>Strategy's Expected Result/Impact: Maintain Highly Qualified teachers and paraprofessionals through professional development in AVID instructional strategies, PLCs at work, and Lesson Plan Cycle</p> <p>Staff Responsible for Monitoring: Administration Mentors</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning for improved academic performance for all students.

Performance Objective 6: Promote and support partnership with educational programs and activities for parents and families.

Evaluation Data Sources: Parent/Community Data

Parent surveys and/or other feedback





Parent Involvement Rate

Support Systems and Other Data

Organizational structure data

Processes and procedures for teaching and learning, including program implementation

Study of best practices

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Parent University - Series of informative meetings designed to involve parents and increase understanding of strategies and activities to increase their child's success. i.e. FAFSA/Financial Aid Info</p> <p>Title 1: 4.1, 4.2</p> <p>Strategy's Expected Result/Impact: Increased parent and community involvement.</p> <p>Staff Responsible for Monitoring: Admin Team AVID Site Team Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Host family events throughout the year. These include Meet the Teacher/ Title I Night, Fall Festival, STEAM night, and Grandparent's Day, parent conferences, class parties as well as grade level specific meetings and programs.</p> <p>Strategy's Expected Result/Impact: Family events provided by the school have the highest attendance by parents. These events provide opportunities for parents to be involved in the school which increases student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 34% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, iReady and BAS Data

Professional Learning Community Data

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 EL Progress Measure data

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

SAT and/or ACT assessment data





Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus administration, math interventionist and teachers will regularly disaggregate appropriate data to monitor and refine intervention plans for students and student groups to ensure mastery for all.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Demonstration of academic skills in all core areas</p> <p>Staff Responsible for Monitoring: Admin Team Instructional Team Intervention Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Integrate intervention tutorials as needed/required for student below grade level in any core subject area. Title 1: 2.4, 2.6 Strategy's Expected Result/Impact: Students will perform on grade level as a result of the intervention(s). Staff Responsible for Monitoring: Teachers, Administration | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Increase and implement systems of support to improve grade numeracy including: Guided Math, Number Talks & Math Fluency Title 1: 2.4, 2.6 | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: PLCs evaluate student progress and plan instruction. Strategy's Expected Result/Impact: Well aligned and engaging instruction that meets the expected rigor/Increase in student achievement Staff Responsible for Monitoring: Administration Instructional Staff | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 34% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, iReady and BAS Data

Professional Learning Community Data

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 EL Progress Measure data

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

SAT and/or ACT assessment data

Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Audit curriculum and assessment resources to ensure materials are aligned to TEKS/grade level standards and address the learning needs of all students on each campus.</p> <p>Strategy's Expected Result/Impact: Students will write effectively using academic vocabulary appropriately.</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement new learning from the Science of Teaching Reading Professional Development, all K - 3 grade teachers are required to have this training.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Improve and support student achievement in literacy.</p> <p>Staff Responsible for Monitoring: Administration Instructional Team Intervention Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: Teachers will focus on intentionally teaching critical vocab and background knowledge through WICOR Instructional strategies so that students acquire a deeper understanding of the concept. (i.e. field trips)</p> <p>Title 1: 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Increase and implement systems of support to improve grade level literacy</p> <p>Staff Responsible for Monitoring: Instructional Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Ensure student expectations are aligned to the expected rigor of the TEKS.</p> <p>Strategy's Expected Result/Impact: In depth understanding of TEKS/Improved student performance</p> <p>Staff Responsible for Monitoring: Administrators Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Increase student discourse and collaboration in all subject areas.</p> <p>Title 1: 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Create a culture of reading districtwide by promoting and encouraging reading through book giveaways, book discussions, book fairs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Teachers will integrate writing strategies in all academic classes with an emphasis on academic vocabulary and campus designated framework, i.e. Answer question, Prove answer, cite Evidence from text.</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |

Title 1: 2.4, 2.6


Strategy's Expected Result/Impact: Increased student performance and vocabulary base

Staff Responsible for Monitoring: Administration
Instructional Staff

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 3: Provide intervention and special services support by matching individual student needs with research based AVID strategies.

Evaluation Data Sources: STAAR, iReady and BAS Data

Professional Learning Community Data

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

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SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Staff will meet the needs of the students who have ELPs, IEPs, RtI plans, 504 plans, and Dyslexia service through intervention in core areas.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Federal, state, and local services and programs are coordinated and integrated with the aim of helping all students reach proficient and advanced levels of achievement</p> <p>Staff Responsible for Monitoring: Admin Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Reading intervention teachers will will work with general ed staff to identify struggling readers on each campus and will provide specific intervention for each struggling student.</p> <p>Title I: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: Contract interventionists to provide services to the students needing interventions in Reading and Math at the Elementary.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Formative Assessments used to drive instruction and set student learning objectives. (Including but not limited to: iReady, BAS and Six Weeks Checkpoints)</p> <p>Strategy's Expected Result/Impact: Close academic gaps and provide explicit intervention.</p> <p>Staff Responsible for Monitoring: Admin Team Instructional Team Intervention Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Continuous training will be provided in writing individualized IEPs working to improve PLAAFPs and Goals in an effort to meet student's individual needs.</p> <p>Title 1: 2.4</p> <p>Strategy's Expected Result/Impact: Increase review of student data and improvement in IEP documents</p> <p>Staff Responsible for Monitoring: Administration Special Education Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Dyslexia therapists will identify and serve dyslexic students on each campus.</p> <p>Title 1: 2.4</p> <p>Strategy's Expected Result/Impact: Close achievement gaps</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 7 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 7: Summer School, Intervention, Credit Recovery and Tutoring Opportunities for Intervention/ STEM Camp Title 1: 2.4, 2.5, 2.6 Strategy's Expected Result/Impact: Teacher design and implement planning protocol which utilizes gap data to design lessons which close gaps while addressing grade level content Staff Responsible for Monitoring: Admin Team Instructional Staff | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: Provide Fine Arts instruction and opportunities to enrich the lives of students. Strategy's Expected Result/Impact: Increase awareness and exposure to the arts. Staff Responsible for Monitoring: Campus Admin Team | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 4: Coordinate and integrate federal, state, and local services and programs to support all students in reaching grade level proficiency in math and reading.

Evaluation Data Sources: STAAR, iReady and BAS Data

Professional Learning Community Data

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

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SAT and/or ACT assessment data





Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Contract interventionists to provide services to the students needing interventions in Reading and Math at the Elementary.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Stipends will be given to teachers/staff that complete the Science of Teaching Reading Academy. This training takes a considerable amount of personal time to complete, our district felt that compensation was appropriate to offset the personal time spent.</p> <p>Strategy's Expected Result/Impact: To support the completion of the Science of Teaching Reading Academy.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Summer School, Intervention, Credit Recovery and Tutoring Opportunities for Intervention/ STEM Camp</p> <p>Title 1: 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Teacher design and implement planning protocol which utilizes gap data to design lessons which close gaps while addressing grade level content</p> <p>Staff Responsible for Monitoring: Admin Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 5: Incorporates teaching and learning methodologies in critical campus areas such as:

- AVID instructional strategies (ex. WICOR-Writing, Inquiry, Collaboration, Organization, Reading)
- Writing strategies which support textual evidence in Science, Social Studies and Reading
- Inquiry Learning Model (ex. Marzano's and Costa's Level of Questioning)
- Balanced Literacy Instruction (ex. Reading academies, phonics/word work, guided reading, shared reading and independent reading)
- Guided Math Instruction (ex. Small group instruction, math talk/discourse, independent practice and goal setting)
- Gradual Release Instructional Model (ex. student centered instruction through guided discourse and growth mindset such as I do, We do, You do.)

Evaluation Data Sources: STAAR, iReady and BAS Data

Professional Learning Community Data

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 EL Progress Measure data

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

SAT and/or ACT assessment data





Student Success Initiative (SSI) data for Grades 5 and 8

SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student failure and/or retention rates

Local benchmark or common assessments data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Peer walkthroughs will be conducted to increase staff development in instructional methods, strategies and pedagogy related to WICOR, Gradual release model, balanced literacy, and guided math.</p> <p>Title 1. 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Teachers will offer bite sized PD to peers in the following areas: instructional methods, strategies and pedagogy related to WICOR, Inquiry Model, Gradual release model, balanced literacy, and guided math.</p> <p>Title 1. 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will design lesson plans that incorporate WICOR, Cross Curricular Writing and Reading, Inquiry Model and Gradual Release.</p> <p>Title 1. 2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: Lesson Design and Execution</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: CLIMATE & SAFE LEARNING ENVIRONMENT

Provide a quality learning environment that is safe, protective and supportive for all students and staff.

Performance Objective 1: CISD will increase student success in school by utilizing proactive systems and teams to promote and support student health, wellness and safety.

High Priority

Evaluation Data Sources: Student service referrals BOY, MOY, and EOY

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

Race and ethnicity 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

Completion rates and/or graduation rates data





Annual dropout rate data

Student surveys and/or other feedback

Class size averages by grade and subject

School safety data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Student emotional and social support team. Utilized to identify at-risk students, offer support with services, staff connection and monitoring done by way of weekly checks and progress monitoring. Use of Rhythm App and Online Counseling Sessions.</p> <p>Strategy's Expected Result/Impact: Increase opportunities and systems to address physical, mental, and emotional wellness.</p> <p>Staff Responsible for Monitoring: Counseling Team Academic Advisor Social Worker Admin Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize funds to assist with the needs of identified McKinney-Vento Act students.</p> <p>Title 1: 2.6</p> <p>Strategy's Expected Result/Impact: Increase in students well-being</p> <p>Staff Responsible for Monitoring: Administrators Counselors Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 3: Promote student health by reviewing and adopting when appropriate the recommendations of the Student Health Advisory Committee (SHAC). Title 1: 2.5 Strategy's Expected Result/Impact: Increased student health Staff Responsible for Monitoring: SHAC Administrators | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Continued implementation of the SRP (Standard Response Protocol) and other safety measures outlined in our District's Safety Plan. i.e. including but not limited to: doors locked and checked, Campus Police Officer, drill practice) Strategy's Expected Result/Impact: Increase staff and student safety Staff Responsible for Monitoring: Administrators CISD Police Dept. Instructional Staff | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Create districtwide Standard Operating Systems. Strategy's Expected Result/Impact: Improved safety Staff Responsible for Monitoring: Administrators CISD Police Dept. Instructional Staff | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: CLIMATE & SAFE LEARNING ENVIRONMENT





Provide a quality learning environment that is safe, protective and supportive for all students and staff.

Performance Objective 2: Increase opportunities for student development in conflict resolution, self advocacy, positive peer relationships and responsible decision-making.

Evaluation Data Sources: Student service referrals BOY, MOY, and EOY

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 rat

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide student, staff and parent training in the following areas: Bullying Intervention and Response Training Staff & Admin Team (see addendum) Conflict Resolutions Crisis Response - Stop the Bleed Dropout Prevention Drug Abuse Grief Informed/Trauma Informed Care Positive Behavior Interventions Training and Awareness of sexual abuse, sex trafficking and maltreatment of children with disabilities. Suicide Prevention & Crisis Training Teen Dating Violence Prevention Program Child Abuse Mental Health Awareness</p> <p>Strategy's Expected Result/Impact: Increase awareness, prevention and response. Staff Responsible for Monitoring: Admin Team Counseling Team Intervention Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Counseling Plan includes student social lessons and curriculum addressing conflict resolutions, positive relationships and decision making.</p> <p>Strategy's Expected Result/Impact: Student development Staff Responsible for Monitoring: Counseling Team Academic Advisor Social Worker Admin Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: CLIMATE & SAFE LEARNING ENVIRONMENT

Provide a quality learning environment that is safe, protective and supportive for all students and staff.





Performance Objective 3: Maintain strong discipline and code of conduct standards with positive behavioral interventions and support to reduce instructional time lost to discipline or attendance.

Evaluation Data Sources: Student service referrals BOY, MOY, and EOY

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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Discipline Management program and transition plan in place to decrease the number of students returning to DAEP while providing character ed in DAEP.</p> <p>Title 1: 2.6</p> <p>Strategy's Expected Result/Impact: Policy and Procedures aligned and planned to include proactive and reactive responses for discipline management</p> <p>Staff Responsible for Monitoring: Admin Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Go Guardian and Bully Prevention programs in place to monitor student behaviors when utilizing technology.</p> <p>Strategy's Expected Result/Impact: Decrease misbehavior and use of technology while monitoring students social emotional health.</p> <p>Staff Responsible for Monitoring: Technology Director, Principals and Counselors</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Safety Team</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: Monitor attendance and implement intervention strategies as appropriate to support and promote strong attendance.</p> <p>Title 1: 2.4, 2.6</p> <p>Strategy's Expected Result/Impact: Improved attendance and student performance</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Emphasize the importance and encourage regular attendance through various communication modes and celebrations.</p> <p>Title 1: 2.4, 2.6, 4.1, 4.2</p> <p>Strategy's Expected Result/Impact: Improved attendance and student academic performance.</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Utilize positive behavioral interventions and supports (PBIS) and various incentives to decrease discipline and increase attendance.</p> <p>Title 1: 2.5</p> <p>Strategy's Expected Result/Impact: Support by Social worker and SEL interventions and increase attendance rates while decreasing student discipline issues from lost instruction.</p> <p>Staff Responsible for Monitoring: Social Worker Counselors</p> | Formative | | | Summative |
| | Oct | Dec | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Addendums

District Improvement Plan Requirements

The detailed strategies of the 2021-2022 District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the

| Requirments | CISD Actions |
|---|--|
| 1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)] | EOC Courses & Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling. |
| 2. Methods for addressing needs of students for special programs: | Student Services |
| a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] | a. Suicide prevention - CISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for junior high school students, and SOS for high school students. A parent letter is provided and parents can access the parent portal at https://sossignsof suicide.org |
| b. conflict resolution programs [TEC 11.252(3)(B)(ii)] | Counselors follow the CISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources. |
| c. violence prevention programs [TEC 11.252(3)(B)(iii)] | |
| d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] | b. Conflict resolution - CISD administrators, school counselors, and intervention |
| e. Accelerated [TEC 11.252(c)(3)(H)] | |

| | |
|--|---|
| | counselors conduct mediation for students |
| | as needed. SISD adopted Social-Emotional |
| | Learning (SEL) competencies in 2018: self- |
| | awareness, self-management, social |
| | awareness, relationship skills, responsible |
| | decision-making, and personal well-being. |
| | These competencies promote prosocial |
| | behavior and conflict resolution. |
| | c. Violence prevention - CISD students and |
| | staff are trained in bullying and cyber- |
| | bullying: prevention, identification, |
| | responding to, and reporting incidences of |
| | bullying, violence, etc. Students are taught, |
| | “See Something, Say Something,” and how |
| | to use the district’s anonymous tip line |
| | reporting system to report undesired or |
| | suspicious activity on district website. |
| | |
| | |
| | Administrators conduct Violent Risk |
| | Assessments utilizing a campus-based |
| | threat assessment team. Parents are |
| | notified and resources are provided. |
| | d. Dyslexia support - All interventionists |
| | and/or teachers that support students |
| | identified with dyslexia will receive training in |
| | Reading by Design. |
| | Continued job-embedded support with |
| | continue throughout the year to ensure fidelity |
| | of the program and provide additional |
| | professional learning for teachers. |

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|-----------------------------------|---|
| | e. Accelerated education - |
| | <ul style="list-style-type: none"> • At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. • Support for students accelerating across school levels (i.e. elementary to junior high school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district. |
| 3. Dropout reduction [TEC 11.255] | <p>High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as:</p> <ul style="list-style-type: none"> • CISD's online Edmentum program • Board approved correspondence courses (Texas Tech K-12 or UT K-12) • Texas Virtual School Network (TXVSN) • Credit by exams (Texas Tech K-12 or UT K-12) |

| | |
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| | <ul style="list-style-type: none"> • Summer school |
| | High school students at greater risk of dropping |
| | out may be referred for a higher level of services |
| | to the intervention counselor for any one of the |
| | following reasons: |
| | <ul style="list-style-type: none"> • Excessive academic struggles |
| | <ul style="list-style-type: none"> • Returning from DAEP/probation/parole |
| | <ul style="list-style-type: none"> • Returning from inpatient/outpatient |
| | facility |
| | <ul style="list-style-type: none"> • Behavioral risk factors including |
| | drugs/alcohol |
| | <ul style="list-style-type: none"> • Conflict resolution/anger management |
| | <ul style="list-style-type: none"> • Qualifies for McKinney-Vento |
| | <ul style="list-style-type: none"> • In the custody or care of DFPS |
| | <ul style="list-style-type: none"> • Follow-up care for suicidal ideation, |
| | suicidal attempt, or self-harm |
| | Intervention counselors provide further |
| | opportunity for individual counseling, group |
| | counseling, or peer support programs. |
| | CISD high school counselors also inform |
| | parents/students, as requested, of other |
| | opportunities such as the General Education |
| | Development (GED) testing and Job Corps. |
| | |
| 4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)] | CISD is a 1 to 1 district in grades PK-12. Each student is provided a device or the option to bring their own. |
| | Teacher training and technology is provided annually. |
| | |
| 5. Discipline management including unwanted | <ul style="list-style-type: none"> • CISD has adopted the TASB Model for |

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| physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)] | SCOC |
| | <ul style="list-style-type: none"> ● Staff training for Behavior Response to Intervention and Restorative Practices ● FFI (LEGAL) Student Welfare Freedom from Bullying & FFI (LOCAL) Student Welfare Freedom from Bullying ● SB 2432 Harassment of a District Employee ● Transition plans for students returning from DAEP or JJAEP ● New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811) |
| 6. Dating violence [TEC 37.0831] | <p>CISD staff are trained in dating violence:</p> <ul style="list-style-type: none"> ● Statistics and information ● CISD local policy, harassment ● Definition and examples ● Reporting procedures ● Safety planning <p>CISD students are trained in dating violence:</p> <ul style="list-style-type: none"> ● Healthy relationships vs. unhealthy relationships ● Examples of abuse ● Requesting help <p>CISD administrators utilize an CISD stay-away agreement for students, when necessary.</p> |
| 7. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness | CISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect). |

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| and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041] | As required, the training included: |
| | -factors indicating a child is at risk for sexual abuse or other maltreatment |
| | -likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment |
| | -internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional |
| | -techniques for reducing a child's risk of sexual abuse or other maltreatment |
| | -community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents |
| | <ul style="list-style-type: none"> ● All new employees also complete an additional 2-hour, Darkness to Light training specific to child sexual abuse ● CISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish ● CISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body. ● Elementary parents receive a letter regarding the P.S. It's My Body Program |

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| | with resources on the district website. |
| | <ul style="list-style-type: none"> ● ALL parents have access to the following Child/Sexual Abuse resources on the district website: |
| | -Statistics |
| | -Prevention techniques |
| | -Warning signs of possible sexual abuse |
| | -Myths about child sexual abuse |
| | -How to respond to an outcry of abuse |
| | -Child/sexual abuse resources |
| | <ul style="list-style-type: none"> ● CISD campuses raise awareness and recognize the national child abuse prevention month, April |
| | <ul style="list-style-type: none"> ● CISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help |
| | <ul style="list-style-type: none"> ● CISD will be researching educational materials to provide to parents to help with their identification of sex trafficking. |
| | <ul style="list-style-type: none"> ● See Addendum - Cooper ISD Board Policy BBD, BJCB, BQ, DMA, and FFG. |
| | |
| 8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)] | <p>Actions:</p> <ul style="list-style-type: none"> ● All students grades 8-12 will have completed a Chocie 360 interest survey. ● All Professional Communications instructors will have taken Texas OnCourse Training. ● All 8th grade students will complete professional communications or AVID and receive career education in these courses. |

| | |
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| | <ul style="list-style-type: none"> • All district communication concerning programs of studies is made available to the public. • All programs of studies are aligned to postsecondary opportunities and workforce expectations. • All students in grades 9-12 have access to Career and Technical education. • Students are provided opportunities to earn dual credit in 4 CTE programs of study. <p>A secondary Career Resource Center beyond the Counseling Go Centers has been established at the high-school campus with a variety of career interest materials.</p> |
| 9. Strategies for recruiting highly effective teachers | <p>HR</p> <ul style="list-style-type: none"> • University job fairs • Host District job fair • Competitive salaries and insurance benefits <p>CCR:</p> <ul style="list-style-type: none"> • Strategically seek applicants who meet current requirements for dual credit through EFC/PJC and TAMU-C. • Advertise career opportunities with Career and Technical Teacher organizations i.e. VATAT, CTAT, ACTE etc. |
| 10. Information for junior high, | <ul style="list-style-type: none"> • All students complete a 4 year plan • College and Career Facilitators have been |

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| and high school students, their teachers and counselors and their parents about | added to help assist the number of students enrolling and pursuing post secondary opportunities in high school. |
| a. higher education admissions and financial aid opportunities | <ul style="list-style-type: none"> • All secondary students are afforded information, assistance and advisement concerning FASFA. |
| b. the TEXAS grant program and the Teach for Texas grant program | <ul style="list-style-type: none"> • University College Counselor will work directly with students concerning postsecondary opportunities. |
| c. the need for students to make informed curriculum choices to be prepared for success beyond high school | <ul style="list-style-type: none"> • All secondary students will have access to Choices 360. |
| d. sources of information on higher education admissions and financial aid | |
| [TEC 11.252(c)(4)(A-D)] | |
| | Ensure all Math and Science CTE teachers have completed Texas Gateway Courses. |
| 11. Staff development for professional staff of the district [TEC 11.252(3)(F)] | Establish Industry advisory boards for all CISD Programs of Study |
| | |
| 12. Freedom from bullying policy | <ul style="list-style-type: none"> • CISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the District’s anonymous tip line reporting system to report undesired or suspicious activity on website. |
| | |
| | <ul style="list-style-type: none"> • See Addendum - Cooper ISD Board Policy FFI (Legal) and FFI (Local) |
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| <p>13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081</p> | <ul style="list-style-type: none"> ● CISD provide school resource officer. |
| <p>14. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy (Senate Bill 11)</p> | <ul style="list-style-type: none"> ● CISD staff are required to complete annual trauma-informed care & grief training ● See Addendum - Cooper ISD Board Policy BQ, DMA, and FFBA. |
| <p>15. State Compensatory Education Program</p> | <ul style="list-style-type: none"> ● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RtI strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities. ● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk teachers, RtI teachers, truancy intervention counselor, Family & Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists |
| <p>16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]</p> | <ul style="list-style-type: none"> ● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of |

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| | academic school year as required by the Texas Education Agency. |
| | <ul style="list-style-type: none"> • Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, child care assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction. |
| | <ul style="list-style-type: none"> • Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency. |
| Title 1A | <ul style="list-style-type: none"> • District level parental involvement activities, training and support through Parents As Teachers program • Additional staff provided to Title 1 campuses (CIT, intervention specialist, and aides) • Parenting education |
| Title II | <ul style="list-style-type: none"> • New teacher induction program • Professional development and training for instructional leaders • RtI coordinator salary • ESL certification reimbursement • Private non-profit school partnership |

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| | <ul style="list-style-type: none"> • New district wide dyslexia program training and materials |
| Title III | <ul style="list-style-type: none"> • ESL Instruction |
| Title IV | <ul style="list-style-type: none"> Hot spots to increase at-risk students accessibility to credit recovery SEL staff training |
| Addendums to include | FFI Local |
| | BBD Local |
| | BBD Legal |
| | BQ Legal |
| | DMA Legal |
| | FFG Legal |
| | FFG Local |
| | FFG Exhibit |
| | BQ Legal |
| | FFBA Legal |

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

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.

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| 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. |

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| | <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> |
| <i>Improper Conduct</i> | <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> |

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

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

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

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment
By an Employee**

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

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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

By Others

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

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

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

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

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Examples

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

Dating Violence

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

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

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

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

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

Alternative Reporting Procedures

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

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

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

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

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

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

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

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

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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| District Investigation | <p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p> |
| Criminal Investigation | <p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p> |
| Concluding the Investigation | <p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p> |
| <i>Notification of Outcome</i> | <p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p> |
| District Action <i>Prohibited Conduct</i> | <p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p> |
| Corrective Action | <p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p> |

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| | areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment. |
| <i>Bullying</i> | If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions. |
| <i>Improper Conduct</i> | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct. |
| Confidentiality | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law. |
| Appeal | A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights. |
| Response to Sexual Harassment—Title IX | For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL). |
| General Response | <p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p> |

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, 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 or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Dating Violence

CISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. Bullying, sexual harassment, dating violence and sexual violence are prohibited conduct and will not be tolerated. The District has adopted policies to insure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights:

Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Parents of the student(s) identified in the concern, both alleged victim and perpetrator, will be notified immediately.

Reporting Dating Violence:

Concerns should be reported to the campus principal.

Secondary - Cody.Record@cooperbulldogs.net or 903.300.3913

Elementary - Cody.Gibson@cooperbulldogs.net or 903.300.3851

Complaints are documented and investigated in accordance with CISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the campus principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim to the campus principal.

Administrators and faculty members receive annual awareness training during in-service days in August. Students in grades 7-12 will also receive age-appropriate dating and sexual violence education during the school year.

What Should My Child Know?

It is never too early to discuss healthy relationships with your children. Look for opportunities to discuss and point out positive examples and characteristics of relationships while spending time with them. As divorce rates have increased, and television and social media portrayal of relationships have not been realistic or ones to model, young people sometimes have difficulty knowing what healthy relationships look like.

- **Healthy relationships are based on respect and being equal.** People in healthy relationships make decisions together, can talk about anything openly without fear, and enjoy spending time together and apart.
- **Unhealthy relationships are based on attempts to control.** This may look like one person making most of the decisions, pressuring the partner to do things, or believing you should only spend time with them.
- **Abusive relationships are based on power and control.** This may look like one person making all the decisions, not being “allowed” to spend time with friends or family, or feeling like you cannot talk to anyone about what is going on in your relationship.

Talk about healthy friendships and boundaries. Talk about how:

- Compromising is healthy. It is ok to do things that you want to do, not just what your friends enjoy doing, and vice versa.
- Being honest and speaking up about how you feel is important in friendships and relationships.

- A good friend (or partner) is someone who brings out the best IN you and wants the best FOR you.
- There will be some people who do not like you, and that is okay. It is okay to disagree sometimes; be respectful and seek to understand the other person's perspective.

Ensure that your child knows the warning signs of dating violence, that dating violence is never their fault, and there is nothing they can do that warrants abuse. Reassure your children that they can talk with you, or another trusted adult, about anything, and that you are a team. When having these conversations, remember that the goal is to have an open dialogue, rather than a lecture, and it is best to have these conversations on a regular basis rather than once. Also talk with your child about what to do if they are concerned about a friend who may be experiencing dating violence, including telling you, using the anonymous reporting system, or speaking with a school counselor, another trusted school staff member, or a member of the SSSP team. The important thing for your child to know is that violence tends to escalate over time and that abuse usually does not stop on its own.

Resources:

- **FFA (LOCAL)** | CISD Dating Violence Policies
- **TEC 37.0831** | Dating Violence Policies
- **Texas Family Code 71.0021** | Dating Violence
- **TEC 37.115** | Threat Assessment and Safe and Supportive School Program and Team
- Love Is Respect: **How to Help Your Child**
- Texas Department of Family Services 1-800-252-5400 or **<http://www.txabusehotline.org>**
- National Domestic Violence Hotline 1-800-799-SAFE (7233) or **www.ndvh.org**
- National Dating Abuse Helpline 1-866-331-9474 or **www.loveisrespect.org**

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 | LEGAL REFERENCES | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) | PERSON RESPONSIBLE FOR MONITORING | EVALUATION DATE |
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| 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. | Campus Principals | Monthly |
| 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. | District Admin | June |
| 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) | | Campus Principals | Monthly |

| MANDATE | LEGAL REFERENCES | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) | PERSON RESPONSIBLE FOR MONITORING | EVALUATION DATE |
|---|-----------------------------------|--|-----------------------------------|-----------------------|
| 4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years | TEC 11.252(d) | | CIP/DIP | Oct, Dec, March, June |
| 5. Dropout Prevention | TEC 11.252 | | Campus Principals | Monthly |
| 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. | Campus Principals | Monthly |
| 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) | | Campus Principals | Monthly |
| 8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable | | | Campus Principals | Monthly |
| 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: | TEC 11.252(4) TEC 11.252(3)(G) | | Campus Principals | Monthly |

| MANDATE | LEGAL REFERENCES | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) | PERSON RESPONSIBLE FOR MONITORING | EVALUATION DATE |
|---|---------------------------------|--|-----------------------------------|-----------------|
| <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ 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 | | Campus Principals | Monthly |
| <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. | Campus Principals | Monthly |

| MANDATE | LEGAL REFERENCES | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) | PERSON RESPONSIBLE FOR MONITORING | EVALUATION DATE |
|---|---|---|-----------------------------------|-----------------|
| <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 ○ 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>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p> | <p>The school will follow Board Policy FFB and FNF.</p> | <p>Campus Principals</p> | <p>Monthly</p> |
| <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 | <p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p> | <p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p> | <p>Campus Principals</p> | <p>Monthly</p> |
| <p>14. Texas Behavior Support Initiative (TBSI)</p> | <p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p> | <p>Board Policy DMA(Legal)</p> | <p>Campus Principals</p> | <p>Monthly</p> |

| MANDATE | LEGAL REFERENCES | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) | PERSON RESPONSIBLE FOR MONITORING | EVALUATION DATE |
|---|--|--|-----------------------------------|-----------------|
| <ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education | | | | |
| 15. Technology Integration in Instructional and Administrative Programs | TEC 11.252(a)(3)(D) TEC 28.001 | | Campus Principals | Monthly |

COOPER I.S.D. PROFESSIONAL DEVELOPMENT PLAN



2022-2023

Cooper Independent School District
350 W. McKinney
Cooper, TX 75482

INTRODUCTION

This document contains the Cooper Independent School District (CISD) Professional Development Plan and includes information about state and local professional development policies and standards, the definition of professional learning, and the charge for all employees to be lifelong learners.

BOARD POLICY FOR STAFF DEVELOPMENT

DMA(LEGAL)

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the District and designed to improve education outcomes for every student in the District.

DMA(LOCAL)

The CISD Professional Development plan includes the District's expectations for completing annual required trainings as well as professional learning that supports the goals and objectives of the District. During the fall semester, DMA(LOCAL) will be considered by the School Board for approval as part of TASB Update 119.

DEFINITION OF PROFESSIONAL LEARNING

CISD defines professional learning as an ongoing course of study that changes participant's behavior in a way that produces a demonstrable and measurable effect on student learning. The CISD Professional Development Plan is built on the expectations that all supervisors are professional developers of the employees they supervise, and all employees will continually seek opportunities to grow professionally to improve performance.

CISD PROFESSIONAL LEARNING

The purpose of Professional Development is to improve student learning by supporting professional learning activities closely related to the work of teaching and the process of learning. Based on relevant research, professional learning will be designed to enhance the continuous professional growth and learning of all staff, while

supporting the goals of the district, the campus, and the individual educator. CISD employees will acquire the tools and knowledge necessary to teach the written curriculum; thereby, building capacity within schools so there is a shared commitment to teaching, learning and continuous improvement.

PROFESSIONAL DEVELOPMENT INITIATIVES

CISD has identified three areas of professional learning concentration. All professional learning will fall into the following three priority areas: Instructional, Relational, and Leadership.

Instructional

Region 8 ESC
TEKS Resource System
TEA Reading Academies
AVID - WICOR
Strategies
Lead4Ward
PLCs
Eduphoria

Relational

Region 8 ESC
AVID SEL
Rachel's Challenges
Capturing Kids Hearts
Restorative Practices
Trauma-Informed Care / Grief
Informed Care
Psychological First Aid

Leadership

Region 8 ESC
AVID
DDI Instruction
T-PESS & T-TESS
Student Discipline
Eduphoria
Effective Schools
Framework Educational Law

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING

All CISD employees are expected to model lifelong learning through active participation in and application of professional learning. Professional learning at the district level is determined by District initiatives along with state and federal guidelines. Campus/department professional learning is based on alignment with the District mission and goals, campus/department needs, and on improving instructional and operational practices. All professional development decisions are to be made as a result of assessing needs and associated student outcome data and rooted in Campus and District Improvement Plans.

Principals and Campus Leadership

Review data to determine specific campus needs for professional learning

Conduct a needs assessment focused on improving educator effectiveness.

Develop and deliver approved professional learning sessions aligned to district and campus goals.

Attend identified professional learning sessions.

Ensure staff participation in district/campus professional learning by monitoring attendance and confirming completion of scheduled sessions with documented records.

Collect specific feedback regarding campus professional learning so that future trainings can be designed to meet the needs of all staff.

Monitor implementation of professional learning in classrooms and programs.

Develop an individual professional learning plan annually as a part of T-PESS.

Research and attend professional learning sessions outside the district in order to maintain knowledge of current best practices in effective leadership and general instructional delivery.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING

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Teachers and Other Professional Staff

Develop an individual professional learning plan annually as a part of T-TESS or other appraisal system as determined by job placement for the following school year.

Attend and actively participate in district and/or campus professional learning offered on designated professional development days in the school calendar.

Attend and actively participate in other professional learning sessions, as approved by principal or supervisor, that support the individual's professional learning plan.

Implement professional learning in practice as it is applicable to employee's assignment.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING

PROFESSIONAL LEARNING NORMS

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help maximize the productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking. The following District norms have been established to guide our professional learning activities:

- Be present and attentive.
- Have a positive attitude.
- Be responsible and accountable for self.
- Fully engage in the learning through listening, discussing and participating.
- Commit to utilize new learning to benefit the students and staff we serve.

ABSENTEEISM AND MAKING UP PROFESSIONAL DEVELOPMENT

In-depth and intensive training sessions often require participants to meet all attendance requirements in order to receive credit for completion.

In the event of an absence during a District-scheduled professional development day, the employee must inform their Principal/supervisor of the absence and follow campus protocols for completing an absence in AESOP.

The District expects all employees who miss campus-based and/or District-based professional development sessions to make up the sessions within a reasonable amount of time.

- Campus-based professional learning sessions will be made up during an agreed upon time between the campus administrator and the employee within 10 days.
- District-based professional learning will be made up during an agreed upon time between the district department offering the session(s) and the employee within 10 days of the initial offering.

PLANNING, EVALUATING, AND MONITORING PROFESSIONAL LEARNING

It is expected that all supervisors actively support their employees in their professional growth activities through the collaborative learning of annual growth targets, the ongoing monitoring of performance, and annual appraisal.

All professional learning sessions in CISD are required to follow a consistent process for planning and evaluation. These requirements are in place to ensure that all professional learning is of the highest quality and has a lasting impact on employee performance and ultimately results in improved student achievement.

PLANNING FOR PROFESSIONAL LEARNING

All professional development decisions are to be made as a result of assessing needs and associated student outcome data and rooted in Campus and District Improvement Plans.

Professional Development days scheduled within the Academic Calendar are to be used for this purpose. In the absence of a District initiative, campus Principals are to design a schedule and activities that meet the needs of their campus.

2022-2023 Professional Development Days

Aug. 8-10

Sept. 19

Oct. 31

Jan. 3

Feb. 20

April 17

May 26

PLANNING, EVALUATING, AND MONITORING PROFESSIONAL LEARNING

NEEDS ASSESSMENTS FOR PLANNING PROFESSIONAL LEARNING

Assessment of professional learning needs across the district will include, at a minimum, the following informational feedback sources:

- District vision, mission, and strategic goals;
- District and campus improvement plans;
- A range of data sources providing information about student performance such as: universal screeners, local, state, and national assessment data;
- Evaluative feedback on prior offerings;
- Employee performance appraisals;
- Information regarding innovation efforts and introduction of new expectations;
- Legal and regulatory requirements; and
- Collaborative instructional rounds through the coaching model and the CISD Walk-Through form.

PLANNING, EVALUATING, AND MONITORING PROFESSIONAL LEARNING

PROFESSIONAL LEARNING AS A COMPONENT OF ANNUAL TEACHER APPRAISAL

As a component of the CISD board approved teacher appraisal system, T-TESS, teachers are required to work closely with their supervisors to identify and plan annual professional learning targets aligned with the district mission and goals and focused on increasing student achievement. These professional learning targets are reviewed first and second semester as well as at the end of each school year. Teachers complete a self-assessment in DMAC that is used in planning individual professional learning for the next school year.

The Professional Learning shall incorporate all forms of professional learning, not limited to traditionally provided courses offered by outside entities or to whole staff. Professional learning could include working within professional learning communities (PLCs), a department chair, or another teacher on practices identified as improvement goals. It could also include self-directed professional learning that seeks literature, online videos, or modules addressing practices that the teacher identified as improvement goals.

Each campus annually conducts orientation sessions with information describing the appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on T-TESS, Professional Learning, and other related data sources.

FUNDING FOR PROFESSIONAL LEARNING

Numerous funding sources are available for planning and implementing professional learning in CISD. The most commonly used sources include district funds, state compensatory funds, federal funds, Title allotments, various grants, community partnerships, and campus budgets. During professional learning planning, funding sources are identified, and evaluation criteria are determined. All professional learning is monitored for ongoing support of and impact on student learning so that full utilization of funds allotted is realized.

PLANNING, EVALUATING, AND MONITORING PROFESSIONAL LEARNING

MONITORING IMPLEMENTATION OF TEACHER PROFESSIONAL LEARNING

All campus instructional leaders are expected to monitor the delivery of the curriculum and be able to determine the concepts or skills being taught, the context within which it is being taught, and the cognitive level at which students are expected to demonstrate their learning using collaborative instructional rounds. They are also expected to be able to determine if all the aspects observed match the district curriculum. Instructional leaders are also expected to conference with and provide feedback to teachers about their teaching through both reflective questions and dialogue to improve the delivery of the district curriculum.

The implementation and delivery of the curriculum is monitored by the campus and district level teams through a frequent walk-through process as well as formal observations. The campus principal is the instructional leader responsible for monitoring the implementation of the district curriculum. The classroom visitations will include quick “snapshots” of the daily implementation of the curriculum and instructional strategies.

TOOLS FOR MONITORING THE TAUGHT CURRICULUM

The taught curriculum is to be monitored by the campus administrative team using any of the following tools:

- Analysis of student assessment data
- Observations of teachers
- Interviews and conferences with individual teachers and/or teams
- Meetings with district curriculum/instruction personnel
- Review of lesson plans and instructional units
- CISD Walk-Through form

PROFESSIONAL LEARNING REQUIREMENTS

PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR NEW-TO-CISD TEACHERS AND ZERO-YEAR TEACHERS

NEW-TO-CISD TEACHERS

In addition to the general professional learning requirements for teachers, teachers with zero CISD years' experience will receive 2 days of District-led orientation and training designed to provide the information needed to integrate into the district's culture and systems. In addition to on boarding provided by Human Resources, all new-to-CISD teachers will receive training in technology services, curriculum management, and content-based topics provided by the Human Resources Department.

CISD MENTOR PROGRAM

For those staff members hired as a new-to CISD or a first-year teaching in a public school, CISD provides a mentor for your support. This staff member is assigned by the campus principal and will meet specifically with first-year educators to help answer questions and provide continuous guidance on district and campus protocols, policies, technology, procedures, and instructional practices, etc.

PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR PARAPROFESIONALS AND AUXILIARY STAFF

Campus-based paraprofessional and auxiliary staff members assigned to work with students will be required to attend all campus and district professional learning day sessions during the year based on their job responsibilities.

Campus-based paraprofessional and auxiliary staff members not assigned to work directly with students will be required to attend all professional learning day sessions during the year based on their job responsibilities.

District-level paraprofessional and auxiliary staff members will be required to attend all professional learning during the year based on their job responsibilities.

PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR CERTIFIED PROFESSIONALS ADMINISTRATORS, AND DISTRICT LEADERSHIP

CISD leaders, whether at the District or campus level, are expected to model lifelong learning through active participation and application of professional learning in leadership. Region 8 ESC will provide opportunities for all campus and District leaders to continue their learning through embedded job experiences and training. The purpose of the leadership learning is to make leaders competent to function effectively and influence others to continuously improve instructional, cultural, and strategic operational practices that ultimately lead to student success.

ANNUAL COMPLIANCE TRAININGS FOR ALL EMPLOYEES

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: [Effective Schools Framework](#)

| Topics Outlined in SB 1267 | Statutory Provisions | Required Trainings with Embedded Best Practices | Required Personnel | Recommended Frequency |
|---|---|---|--|--|
| <p>1. Suicide Prevention</p> | <ul style="list-style-type: none"> 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 21.451(d-1)(2) states that the training may include two or more topics listed together | <p>Suicide Prevention, Intervention and Postvention</p> | <p>School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.</p> | <ul style="list-style-type: none"> Annually Job embedded or as part of a professional learning community |
| <p>2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution</p> | <ul style="list-style-type: none"> 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with | <p>Building Skills Related to Managing Emotions, Establishing and Maintaining</p> | <p>Teachers, school counselors, principals, and all other appropriate personnel.</p> | <ul style="list-style-type: none"> Job embedded or as part of a professional learning community |

| Topics Outlined in SB 1267 | Statutory Provisions | Required Trainings with Embedded Best Practices | Required Personnel | Recommended Frequency |
|--|--|---|--|---|
| | <p>the Health and Human Services Commission and Education Service Centers</p> <ul style="list-style-type: none"> 21.451(d-1)(2) states that the training may include two or more topics listed together | <p>Positive Relationships, and Responsible Decision-Making</p> | | |
| <p>3. Preventing, identifying, responding to, and reporting incidents of bullying</p> | <ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together | <p>Positive Youth Development</p> <p>Bullying and Cyberbullying</p> | <p>Teachers, school counselors, principals, and all other appropriate personnel.</p> | <ul style="list-style-type: none"> *Annually and Job embedded or as part of a professional learning community |
| <p>4. UIL Safety training program</p> | <ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program | <p>UIL Safety Training</p> | <p>Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.</p> | <ul style="list-style-type: none"> *Annually and Job embedded or as part of a professional learning community |
| <p>5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other</p> | <ul style="list-style-type: none"> 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a | <p>Human Trafficking</p> | <p>All employees</p> <p>Part of new employee orientation.</p> | <ul style="list-style-type: none"> *Annually |

| Topics Outlined in SB 1267 | Statutory Provisions | Required Trainings with Embedded Best Practices | Required Personnel | Recommended Frequency |
|--|--|---|--|--|
| <p>maltreatment of children</p> | <p>policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> • 38.004 states that the agency shall develop and update a child abuse training program. | | | <ul style="list-style-type: none"> • Job embedded or as part of a professional learning community |
| <p>6. Increasing awareness and implementation of trauma-informed care</p> | <ul style="list-style-type: none"> • 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers | <p><u>Grief Informed and Trauma Informed Training</u></p> | <p>All staff in the school district.</p> <p>Part of new employee orientation.</p> | <ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>And</i></p> <ul style="list-style-type: none"> • *Annually |
| <p>7. Administration of an epinephrine auto-injector</p> | <ul style="list-style-type: none"> • 38.210(b)(1) and (2) for program content and format and (3) for frequency. • states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee. • 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. | <p><u>Epinephrine Auto-Injector Training</u></p> | <p>School personnel and volunteers who are authorized and trained.</p> | <ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>and</i></p> <ul style="list-style-type: none"> • *Annually |

| Topics Outlined in SB 1267 | Statutory Provisions | Required Trainings with Embedded Best Practices | Required Personnel | Recommended Frequency |
|---|---|--|---|--|
| <p>Standard Response Protocol SAFETY Training</p> <p>Traumatic Injury Response Training (Bleeding Control Station Training)</p> | <p>Texas Education Code 37.108</p> <p>Tex. Educ. Code § 38.030; CKD(LLEGAL)</p> | <p>Texas School Safety Center + SRP Training</p> <p>TEA-approved course developed or endorsed by the American College of Surgeons or an emergency medicine department.</p> | <p>All Employees including Subsities</p> <p>All Staff</p> | <p>*Annually</p> <p>Once with Annual refresher completed by school medical team</p> |

Clearinghouse section:
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see [Texas Constitutions and Statutes](#).

Additional Resources: [TASB School District Training Chart](#), [Texas School Mental Health Toolkit](#), [Texas Model for Comprehensive School Counseling, 5th edition](#), [Criteria for Success in Job Embedded Professional Development](#).

Continuing Professional Education Requirements: [Continuing Professional Education Information](#)

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

PROFESSIONAL LEARNING REQUIREMENTS

ADDITIONAL REQUIRED TRAININGS FOR TEACHERS, ADMINISTRATORS, COUNSELORS, COACHES, AND OTHER APPROPRIATE PERSONNEL

| Topic | Participants | Frequency | Provider |
|--|---|------------------------------|-----------------------------------|
| Administration of Epinephrine Auto-Injector | Nurses | Annually | Nursing Team |
| Bloodborne Pathogens | Nurses Health Science Teachers | Annually | Nursing Team |
| UIL Safety Training Program | Coaches Trainers Band Director Designated Extracurricular Sponsors | Annually | <u>UIL Portal</u> |
| Cybersecurity | All staff | Annually | Eduhero |
| Title IX Sexual Harassment | District Title IX Coordinator | Annually | Eduhero |
| Medical Training CPR & First Aid AEDs Food Allergies Diabetes Steroids Concussions Seizures | Nurses Coaches UIL Sponsors | As Needed | Nursing Team |
| Threat Assessment/ Safe & Supported Schools | Threat Assessment/ Safe & Supportive Schools Team | As Needed | <u>Texas School Safety Center</u> |
| Coordinated Health Program | PE Teachers | As Needed | CATCH |
| Student Discipline | New Campus Administrators | As Needed | Region 8 |
| Teacher Appraisals | Teacher Appraisers | Before conducting appraisals | Region 8 |
| Principal Appraisals | Principal Appraisers | Before conducting appraisals | Region 8 |

PROFESSIONAL LEARNING REQUIREMENTS

PROFESSIONAL DEVELOPMENT FOR SERVING EMERGENT BILINGUAL LEARNERS

ESL teachers are trained in providing accommodations, interventions, and scaffolding for serving our Emergent Bilingual (EB) students. Teachers are trained to understand the English Language Proficiency Standards (ELPS). All teachers with EB students will be trained in the Language Proficiency Assessment Committee (LPAC) framework and the Texas English Language Proficiency Assessment System (TELPAS).

PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR ESL STAFF

1. Grades K-5 Teachers: Teachers who provide in class instruction and services that are a part of the program for ESL students must have a supplemental ESL certification as part of their teacher credentials;
2. Grades 6-12 ELA/ELAR Teachers: Teachers who provide instruction and services that are a part of the in class program for ESL students must have a supplemental ESL certification as part of their teacher credentials. If the teachers does not have ESL certification credentials the ESL student will receive ESL sheltered instruction in an pull out ESL program.

PROFESSIONAL DEVELOPMENT FOR SERVING STUDENTS WITH DYSLEXIA

Required action stemming from the [October 1, 2021, letter to TEA from the United States Department of Education \(USED\) Office of Special Education Programs \(OSEP\)](#) required TEA to develop a communication and a training plan to ensure that LEAs are informed of the [Dyslexia Handbook 2021 Update](#), which went into effect on February 10, 2022.

- At least one staff member must attend the agency-developed training titled *Texas Dyslexia Academy 2 (TDA 2): The Dyslexia Handbook 2021 Update* by August 31, 2022. This requirement ensures that each LEA in the state is aware of and has at least one trained staff member who can support local dissemination and implementation of the updated handbook requirements. *TDA 2: The Dyslexia Handbook 2021 Update* training is offered through Region 2 Service Center.

All staff will receive campus-based training during July Pre-Service.

PROFESSIONAL LEARNING REQUIREMENTS

PROFESSIONAL DEVELOPMENT FOR SPECIAL EDUCATION SERVICES

All teachers and campus administration will complete a special education/Section 504 annual compliance training.

Crisis Intervention Prevention (CPI) training focuses on prevention and offers proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. Initial, 6-hour CPI training is required for staff who have not attended CPI or whose CPI certification has lapsed. Upon completion of the initial CPI training, designated faculty must attend an annual three-hour CPI refresher session. CPI is an annual certification.

CPI is required for the following employees:

- All Special Education teachers and teaching assistants assigned to Behavior, Life Skills, and ECSE classrooms, including 1:1 staff/student assignment;
- Campus Crisis Team, which minimally must include an administrator, SPED teacher, and GE staff member; and,
- Any other faculty/staff designated by the principal.

PROFESSIONAL LEARNING REQUIREMENTS

PROFESSIONAL DEVELOPMENT FOR SERVING GIFTED AND TALENTED STUDENTS

Required Gifted/Talented Teacher Training

As specified in 19 TAC §89.2 Professional Learning, each school district must ensure the following:

- Prior to assignment in the program, a teacher who provides instruction and services as a part of the program for gifted students must have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
- A teacher without the above required training who provides instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement by the end of the fall semester.
- A teacher who provides instruction and services that are a part of the program for gifted students must complete annually a minimum of six hours of professional learning in gifted education. The annual update must be completed by the end of the fall semester.
- Administrators and counselors who have authority for program decisions must complete a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options.

GIFTED AND TALENTED INITIAL 30-HOUR TRAINING

The 30 hours of G/T foundational training, 6 hours of update, and administrator/counselor training are coordinated by CISDD and will be completed via AVID Summer Institute Training or Region 8 ESC..

GIFTED AND TALENTED ANNUAL UPDATE 6-HOUR TRAINING

Options for teachers to complete the required annual 6-hour update are through face-to-face AVID in service professional learning professional learning at Region 8 or online sessions through [Eduhero](#).

Per available funding, the district pays for initial College Board PreAP/AP Summer Institute registration for teachers assigned to Honors (formally PreAP) and AP courses.