

Crowley Independent School District

Sue Crouch Intermediate

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: December 20, 2018

Mission Statement

Crowley ISD provides our students with excellence in education so that all students achieve their full potential.

Vision

Crowley ISD will provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

District Values

We value high academic achievement.

All students can learn through a variety of instructional methods and opportunities that meet their individual needs.

Learning is enhanced through social interaction in a diverse setting.

We value a safe and secure learning environment.

We value a positive work place in which each employee is appreciated and is provided opportunities for professional growth.

We respect and value the opinions of all students, employees and community members.

We encourage open, effective and timely communication with district stakeholders.

We support effective stewardship of public resources.

Price of Admission

Passion with High Expectations

Integrity

Commitment to a Growth Mindset

Innovative Mindset

Collaborative Mindset

Courtesy, Dignity, Respect, and Professionalism

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	6
Student Academic Achievement	9
School Processes & Programs	13
Perceptions	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Improve Student Achievement for All	18
Goal 2: Provide Safe, Secure and Nurturing Schools	21
Goal 3: Support Parent and Community Partnerships	23
Goal 4: Provide a Quality Workforce in a Positive Work Environment	24
Goal 5: Ensure Effective and Efficient Use of Resources	26
PBMAS Intervention Strategies	27
State Compensatory	28
Budget for Sue Crouch Intermediate:	28
Personnel for Sue Crouch Intermediate:	29
Title I Schoolwide Elements	30
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	30
1.1: Comprehensive Needs Assessment	30
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	30
2.1: Campus Improvement Plan developed with appropriate stakeholders	30
2.2: Regular monitoring and revision	30
2.3: Available to parents and community in an understandable format and language	30
2.4: Opportunities for all children to meet State standards	30
2.5: Increased learning time and well-rounded education	30
2.6: Address needs of all students, particularly at-risk	30
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	31
3.1: Develop and distribute Parent and Family Engagement Policy	31
3.2: Offer flexible number of parent involvement meetings	31
Title I Schoolwide Element Personnel	32
2018-2019 Campus Site-Based Committee	33

Comprehensive Needs Assessment

Needs Assessment Overview

Sue Crouch conducted it's needs assessment during the first six weeks of school. During this process, teachers, staff and campus leadership team analyzed data from the eight component areas of the Comprehensive Needs Assessments using data analysis questions. Data was sorted by strengths and areas of opportunity. Challenges were then prioritized by those of greatest need regarding improving student achievement. The data was used to support our problem statements and root causes. The teachers, staff, Campus Performance Objective Committee (CPOC), and the campus leadership team collaborated on targeted strategies that our campus will implement during the 2018-2019 school year to build teacher capacity with district initiatives that will ultimately positively impact student performance.

Demographics

Demographics Summary

Sue Crouch Intermediate is a Title I campus serving approximately 639 5th and 6th grade students in Crowley ISD. The Sue Crouch Intermediate opened 12 years ago as the first intermediate school in Crowley ISD, and over the last three years, enrollment has increased significantly. Sue Crouch is a neighborhood school but also houses the one of the district's choice programs (STEM), which enrolls students from across the district. Our campus student population is diverse with approximately 47.85% of the student population making up African American students (290), 14% White (91), 27% Hispanic (175) and 5% Two or more races (32). Fifty-six percent of the student population participates in free or reduced lunch programs which totals approximately 356 students. At least 18% (115) of our students are identified as Gifted and Talented. In addition, 2% (14) of our campus population are considered Bilingual, 13% (84) are identified as English Language Learners, 54% (349) are identified At-Risk, and 10% (64) are identified as students who receive special education services. Our campus ended the 2017/2018 school year with a 96.4% attendance rate, and student management data reveals that student behavior incidents decreased from the 2016/2017 to 2017/2018 school year. Sue Crouch is continuing to diversify its professional teaching staff. Approximately nine of our twenty-nine teaching staff are African American, one is Hispanic, and eighteen are Caucasian. Six of our ten para professional staff are African American and four are Caucasian.

Demographics Strengths

Our staff has become more diverse over the past three years. Eighteen percent of our student population participate in the Gifted and Talented Program. Our average daily attendance rate for 2017-2018 school year was 96.4%. Teacher attendance data for the 2017-2018 school year reflected a greater than 96% attendance rate at the end of the school year. Because of our growing diverse campus population, which includes students from around the district in our STEM Choice Program, teachers are continuously reflective of instructional strategies that are needed to meet the needs of our growing diverse student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Inadequate student/teacher ratios in traditional classrooms **Root Cause:** Choice programming caps increase the number of students in traditional classrooms.

Student Academic Achievement

Student Academic Achievement Summary

Sue Crouch has seen a continuous upward trend in student performance over the past three years, based on our overall and domain specific measures on our state accountability system. The campus earned six distinctions this past year, which included recognition in English Language Arts, Math, Science, Comparative Academic Growth, Comparative Closing the Gap, and Post-Secondary Readiness. Our accountability data shows that students are performing at a high level; however, we have also identified areas of continued opportunity specifically for students who are not performing at the Meets or Masters level on State of Texas Assessment of Academic Readiness (STAAR) and students in targeted student groups who are not making the expected group needed to close performance gaps. We are continuing to develop our teachers through quality professional learning communities, which allow opportunities to share best practices, discuss trends and model learning strategies needed to support students and positively impact student performance data. Additionally, we have designed targeted and tiered intervention for students who show signs of skill deficits in the areas of reading math, and science. The below graphs show student performance in number and percentage by student group for Approaching (students at this level have met the assessment requirements for purposes of Student Success Initiative (SSI) grade promotion and graduation and are considered to have met at least the minimum passing standard and is likely to succeed in the next grade or course with targeted academic intervention), Meeting (students at this performance level have a high likelihood of success in the next grade or course but may still need some shortterm, targeted academic intervention) and Mastering (students at Masters Grade Level are expected to succeed in the next grade or course with little or no academic intervention) the passing standard on STAAR.

5th Grade STAAR Math

Sub-population	Students Approaches Grade Level		Meets Grade Level		Masters Grade Level		
	Tested	#	%	#	%	#	%
All Students	326	274	84%	205	63%	117	36%
Asian	28	28	100%	26	93%	18	64%
African American	142	112	79%	70	49%	31	22%
Hispanic	81	70	86%	59	73%	36	44%
White	56	48	86%	39	70%	26	46%
Two or More Races	18	15	83%	11	61%	6	33%
Special Education	23	10	43%	7	30%	2	9%
At Risk	130	97	75%	61	47%	35	27%

5th Grade STAAR Reading

Sub-population	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	326	254	78%	189	58%	107	33%
Asian	28	28	100%	24	86%	15	54%
African American	142	101	71%	77	54%	32	23%
Hispanic	81	62	77%	46	57%	30	37%
White	56	48	86%	33	59%	26	46%
Two or More Races	18	15	83%	9	50%	4	22%
Special Education	23	9	39%	7	30%	2	9%
At Risk	130	83	64%	52	40%	31	24%

5th Grade STAAR Science

Sub-population	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	326	255	78%	159	49%	88	27%
Asian	28	27	96%	23	82%	12	43%
African American	144	99	69%	51	35%	22	15%
Hispanic	80	65	81%	42	53%	27	34%
White	55	48	87%	34	62%	25	45%
Two or More Races	18	15	83%	9	50%	2	11%
Special Education	24	11	46%	6	25%	3	13%
At Risk	135	89	66%	48	36%	22	16%

6th Grade STAAR Reading

Sub-population	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	314	218	69%	123	39%	73	23%
Asian	22	19	86%	15	68%	11	50%
African American	157	92	59%	39	25%	15	10%
Hispanic	68	55	81%	35	51%	25	37%
White	43	32	74%	20	47%	15	35%
Two or More Races	23	19	83%	13	57%	6	26%
Special Education	29	8	28%	3	10%	1	3%
At Risk	98	42	43%	14	14%	7	7%

6th Grade STAAR Math

Sub-population	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	314	233	74%	145	46%	80	25%
Asian	22	21	95%	17	77%	11	50%
African American	157	97	62%	45	29%	20	13%
Hispanic	68	59	87%	44	65%	22	32%
White	43	35	81%	25	58%	18	42%
Two or More Races	23	20	87%	13	57%	8	35%
Special Education	29	8	28%	4	14%	0	0%
At Risk	98	53	54%	21	21%	5	5%

Student Academic Achievement Strengths

Sue Crouch earned six distinctions this past year, which included recognition in English Language Arts, Math, Science, Comparative Academic Growth, Comparative Closing the Gap, and Post-Secondary Readiness. We attribute this success to the improved quality of Tier I instruction but also to the clearly

defined curriculum blueprints/pacing guides created by our district curriculum coordinators and several teachers from across the district. Additionally our campus is in its second year of implementing the problem solving math template and Jane Schaffer Writing.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student performance is stagnant and student achievement gaps exist among several of our targeted student groups. **Root Cause:** Teachers have not been able to vertically collaborate or engage in vertical discussion regarding instructional strategies needed to improve student achievement across grade level content areas.

School Processes & Programs

School Processes & Programs Summary

Our professional and paraprofessional staff are 100% highly qualified and are dedicated to the success of our students. Although we hired seven new professional employees this past school year than in years past, our campus added two additional sections and were added and three employees received specialist positions. Our district job fair allowed us the opportunity to higher quality experienced candidates interviewed by our campus leadership team and selected teaching staff to fill these vacant positions. This past school year our campus spent a lot of time working to implement the new curriculum and instruction processes designed to improve student performance. These processes we centered around collaboration to ensure the design of high quality instruction and high yield instructional strategies to ensure that our targeted student groups make the required growth. We are continuing the implementation of high quality Professional Learning Communities (PLCs) by department so that we are better able to backwards plan using a TEKS analysis protocol. By structuring our PLCs in this format, we are also able identify and plan high-frequency quality demonstrations of learning to ensure students are able to master the learning objective. Our campus is fortunate to have access to Google Chrome books and iPads. We are continuing to train our teachers on how to best use the technology to enhance instructional delivery and increase student engagement. Additionally, we continue to address the need to increase the frequency of student driven technology based lessons, which will also drive student engagement in the classroom. We have increased the number of student iPads and Google Chrome books from the previous school year. We also continue to utilize our instructional technologist for professional development on instructional strategies using the iPads. Additionally, this will also provide the opportunity for teachers to plan for misconceptions and underdeveloped skills that some students have not have acquired. We will also continue to use the data analysis protocol when analyzing post assessment data to plan spiral reteach opportunities from previous units.

School Processes & Programs Strengths

Teacher turnover has been consistently low over the past three years. One hundred percent of our teaching and para professional staff are considered highly qualified with no teachers with zero years experience. Our campus supports new teachers to the campus through our district MINT program and our campus New Staff/Teacher Chat-n-Chew. Instructionally, our teachers are supported through our Curriculum and Instruction Department, which include content area specialists (district and campus), newly designed curriculum guides which include instructional strategies that teachers can use during backwards planning lesson design. Last year, we introduced data dis-aggregation which included individual and department data talks so that teachers are able to share instructional strategies that improve performance of our targeted student groups. Professional development on our campus included Professional Learning Communities (PLCs) as well as Horizontal Alignment Training, so that teachers can collaborate with others teachers from across the district on best practices and/or common district resources. Additionally, our campus has new all-in-one computers in the library for instructional use. Student iPads and Google Chrome books are available for distribution and checkout, and students have access to several online instructional resources (Dreambox, Istation, Achieve 3000) that teachers can use to assign activities to complete at home.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher perception data reveals that teacher voice and opinions are often not taken into consideration when there is a change in process of procedure. **Root Cause:** Teacher voice has not been viewed as a collaborative effort to build a strong campus culture.

Perceptions

Perceptions Summary

The teachers and staff of Sue Crouch believe in a Positive Behavior Intervention System (PBIS) to support our students. We have an PBIS committee on campus, which meets monthly with the teachers and staff in order to analyze student management data and ensure students are rewarded for positive behavior. Our PBIS committee, led by our assistant principal, continuously monitors our discipline and attendance data to ensure our systems reflect promote a positive school culture of support. Restorative circles have been added to improve student to student interactions across the campus, and discipline data over the past three years shows a downward trend in severe disruptions. As a staff, we will continue to analyze our discipline and attendance to determine areas of opportunity and adjust our systems to ensure students have the supports they need in order to be successful during structured and unstructured settings. For our families, we hosts monthly parent activities throughout the year (Back 2 School Bash, Curriculum Night, Title I Meeting, STEM Socials, Deserts with Dad, Math-o-Ween, Reading Night, Million Father's March, All Pro Dad, etc.). We have an active PTA on campus with a substantial parent following which assists with many campus and PTA sponsored events.

Perceptions Strengths

Sue Crouch supports students and their interests through our various student organization and recognition (Goodwill Ambassadors and Shining Knights). We also have special emphasis weeks which promote a positive school culture (Kindness Week, Bullying Prevention Week, Drug Free Week, and College and Career Week). Additionally, students have an opportunities to participate in academic and non academic activities, such as Whiz Quiz, ESC XI, STEAM Carnival, Battle of the Books, Black History Bowl, Hispanic Bowl, UIL, Intramural Sports, and STEM Fairs. We have an active PTA whose memberships include both teachers and parents. We continue to partner with various community sponsors who also provide weekend snack packs for students as well as supplies for students and teachers. Our campus and teachers use several channels of communication (Skyward, Facebook, Peachjar, Class Dojo, School Messenger, Remind app, etc.) in order to keep parents informed of activities occurring on our campus. We currently have four parents/community members, five teaching personnel, one district personnel and two campus administrators and one non-teaching staff member who serve on our Campus Performance Objective Committee (CPOC), which also provides opportunity for school stakeholder voice and collaboration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers have limited resources and knowledge of support strategies needed to meet the social and emotional needs of our students.
Root Cause: Current student management and equity practices have not been focused on training teachers on strategies that address the needs of the whole child (improve student behavior by teaching expected behavior).

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: February 20, 2019

Goal 1: Improve Student Achievement for All




Performance Objective 1: 1.1 Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards.

1.2 Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.

1.3 Increase the integration of technology resources and systems in order to produce 21st Century learners.

Evaluation Data Source(s) 1: 1.1 a. Improved local student performance on state testing. 1.2 a. Increased percentage of Advanced Placement students passing the AP exam. 1.2 b. Increased percentage of CISD graduating students having completed one or more courses in high school eligible for college credit including dual credit/concurrent credit and Advanced Placement courses, as well as CTE courses leading to post-secondary. 1.2 c. Improved local 4-year graduation rates. 1.2 d. Increased percentage of students graduating on the "Distinguished" high school plan. 1.2 e. Improved local college and career readiness rates. 1.3 a. Increased percentage of student accessibility to relevant and reliable technology. 1.3 b. Increased technology staff development.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will participate in weekly Campus Professional Learning Communities (PLCs) to develop, collaborate, and make data informed decisions regarding students and progress.</p>	2.4, 2.6	Principal, Assistant Principal, and Specialists	All students will experience at least a 5% overall increase in reading, math and science scores with emphasis on special education and African American student groups as measured by district and STAAR assessments.				
Problem Statements: Student Academic Achievement 1							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Teachers will analyze student assessment data and assist students with setting goals for unit and benchmark assessment.</p>	2.4, 2.5	Principal, Assistant Principal, Specialists and Teachers	Students will demonstrate at least a 5% overall increase on Reading, Math and Science performance with emphasis on African American, Economically Dis., and Special education student groups as measured by district and STAAR assessments.				
Problem Statements: Student Academic Achievement 1							
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Teachers will participate in data talks with the principal or designee once per grading period to review action plans for students closest to approaching, meets, and masters as well as those students identified in our targeted student groups.</p>	2.4, 2.6	Principal, Assistant Principal, and Specialists	Students will demonstrate at least a 5% overall growth in Reading, Math and Science performance with an emphasis on teacher performance trends that indicate growth in African American, Special Education, and Economically Dis. student groups as measured by district and STAAR assessments.				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>4) During the day intervention blocks (30 minutes) will be used to provide additional support for students' targeted skill deficits through Tier II and III levels of instruction.</p>	2.4, 2.6	Principal, Assistant Principal, Specialists and Teachers	Students will demonstrate at least a 5% overall growth in Reading, Math and Science performance, with an emphasis on ELL, African American, Special Education, and Economically Dis. student groups as measured by district and STAAR assessments.				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Campus leadership team will use walk through data to determine specific areas of opportunity and provide monthly professional learning to address teacher and campus needs.</p>	2.4, 2.6	Principal, Assistant Principal, Specialists and Teachers	Students will demonstrate at least a 5% overall growth in Reading, Math and Science with an emphasis on teacher performance trends that indicate growth in English Language Learners, African American, Special Education, and Economically Dis. student groups as measured by district and STAAR assessments.				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Content area specialists will provide informal and formal coaching in a variety instructional areas for identified teachers.</p>	2.4, 2.5	Principal, Assistant Principal, Specialists and Teachers	Students will demonstrate at least a 5% overall growth in Reading, Math and Science performance with an emphasis on English Language Learners, African American, Special Education, and Economically Dis. student groups, as measured by district and STAAR assessments.				
Problem Statements: Student Academic Achievement 1							

<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) Teachers will participate in monthly campus level flip staff professional learning meetings to refine their use strategies for of AVID as well as other instructional strategies that support career and college readiness, English language learners, and identified targeted student groups.</p>	2.4, 2.5	Principal, Assistant Principal, Specialists and Teachers	Students will demonstrate at least a 5% overall growth in Reading, Math and Science performance with an emphasis on English Language Learners, African American, Special Education, and Economically Dis. student groups as measured by district and STAAR assessments.				
	<p>Problem Statements: Student Academic Achievement 1</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Student performance is stagnant and student achievement gaps exist among several of our targeted student groups. Root Cause 1: Teachers have not been able to vertically collaborate or engage in vertical discussion regarding instructional strategies needed to improve student achievement across grade level content areas.</p>

Goal 2: Provide Safe, Secure and Nurturing Schools

Performance Objective 1: 2.1 Provide a safe, secure and nurturing learning environment for all students and staff.

2.2 Provide effective communication for all stakeholders regarding safety/security.

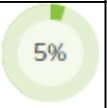
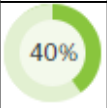
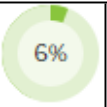
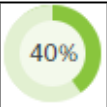
Evaluation Data Source(s) 1: 2.1 a. Increased school safety as measured by composite scores derived from data. 2.1 b. Compliance with all safety standards. 2.1

c. Improved student attendance rates. 2.1 d. Improved dropout rates. 2.1 e. Increased student participation in extra-curricular activities and co-curricular. 2.1

f. Reduced number of students missing instructional time due to disciplinary reasons. 2.2 a. Increased knowledge of safety and security procedures and

processes for all stakeholders. 2.2 b. Improved staff and secondary students satisfaction with safety and security as measured in surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) In an effort to build teacher capacity in the area of social and emotional learning, our campus will revisit our Positive Behavior Intervention Support (PBIS) Systems to determine its effectiveness towards improving behavior support initiatives for student success.</p>	2.4, 2.5, 2.6	Principal, AP, PBIS Team, Teachers	An overall 3-5% decrease in student behavior incidents with an emphasis on student behavior trends as measured by campus leadership team walks-through data and student management data				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) In an effort to build teacher capacity in the area of social and emotional behavior, teachers will analyze student management data to determine strengths as well as areas of opportunity for continuous improvement.</p>	2.4, 2.5, 2.6	Principal, AP, PBIS Team, Teachers	An overall 3-5% decrease in student behavior incidents with an emphasis on student behavior trends as measured by campus leadership team walks-through data and student management data				
Problem Statements: Perceptions 1							

Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 3) In an effort to build teacher capacity in the area of social and emotional learning, the Positive Behavior Intervention Support (PBIS) Team will use analyzed student management data to address the classroom behavior needs through monthly flip staff meetings.	2.4, 2.6	Principal, AP, PBIS Team, Teachers	An overall 3-5% decrease in student behavior incidents with an emphasis on student behavior trends as measured by campus leadership team walks-through data and student management data				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 3 CSF 6 4) In an effort to build students social and emotional well-being, the principal and assistant principal will host round table talk groups to engage students in student stakeholder voice as well as leadership.	2.6	Principal and Assistant Principal	An overall 3-5% decrease in student behavior incidents with an emphasis on student behavior trends as measured by campus leadership team walks-through data and student management data				
	Problem Statements: School Processes & Programs 1						
Critical Success Factors CSF 5 5) Hold monthly Campus Performance Objective Committee (CPOC) meetings to engage parent, community, and teacher stakeholder in discussions regarding instruction, funding, and data.	2.4, 3.1	Principal and Assistant Principal	An overall 3-5% decrease in student behavior incidents with an emphasis on student behavior trends as measured by campus leadership team walks-through data and student management data				
	Problem Statements: School Processes & Programs 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher perception data reveals that teacher voice and opinions are often not taken into consideration when there is a change in process of procedure. Root Cause 1: Teacher voice has not been viewed as a collaborative effort to build a strong campus culture.
Perceptions
Problem Statement 1: Teachers have limited resources and knowledge of support strategies needed to meet the social and emotional needs of our students. Root Cause 1: Current student management and equity practices have not been focused on training teachers on strategies that address the needs of the whole child (improve student behavior by teaching expected behavior).

Goal 3: Support Parent and Community Partnerships

- Performance Objective 1:** 3.1 Provide continuous opportunities for parents and community members to partner with community schools.
 3.2 Ensure channels for frequent communication and open dialogue continue between schools, parents and community members.
 3.3 Collect feedback and input from parents and community members on a regular basis.

Evaluation Data Source(s) 1: 3.1 Increased number of parent and family volunteers in schools and school activities. 3.2 Increased number of outside individuals and organizations having direct involvement with the schools. 3.3 Improved stakeholder satisfaction by analyzing and evaluating surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5</p> <p>1) In an effort to promote community service initiatives, campus special interest programs will create school-wide service projects with selected community partners.</p>	3.1	Principal, Assistant Principal, STEM Advisor	An overall 3-5% increase community stakeholder participation as measured by number of school partnerships and community service events				
<p>PBMAS Critical Success Factors CSF 5</p> <p>2) In an effort to increase students' awareness of college and careers, the campus will plan and implement a school wide college and career awareness day where community members and others school stakeholders are invited to present and bring awareness to students on local colleges and possible careers of interest.</p>		Counselor, College and Career Awareness Committee	An increase in the number of continuous partners and volunteers as measure by volunteer sign-in sheets and yearly hours				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 4: Provide a Quality Workforce in a Positive Work Environment

Performance Objective 1: 4.1 Recruit, employ, develop and retain a quality teaching, administrative and support staff to attain excellence in student performance.

4.2 Provide high-quality, job-embedded professional development.

Evaluation Data Source(s) 1: 4.1 100% of teaching staff meet Highly Qualified status. 4.2 Improved employee satisfaction.

Summative Evaluation 1:

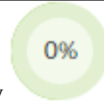
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will participate in monthly campus professional learning communities to focus high yield instructional strategies that support student achievement in our targeted student groups.</p>	2.4, 2.6	Principal, Assistant Principal, Specialists,	Teacher retention rates will increase by at least 5% with emphasis on teacher performance trends that indicate growth in all students with specific emphasis on African American, Special education, Economically Dis, as measured by district and STAAR assessments.				
<p>Critical Success Factors CSF 7</p> <p>2) Spotlight instructional and/or student management accomplishments in staff meetings and Knightly Newsletters</p>		Principal, Assistant Principal, and Specialists	Teacher retention rates will increase by at least 5% with emphasis on teacher performance trends that indicate growth in all students with specific emphasis on African American, Special education, Economically Dis, as measured by district and STAAR assessments.				
<p>Critical Success Factors CSF 7</p> <p>3) In an effort to retain high quality teachers and staff, the campus leadership team will host monthly New Teacher/Chat-n-Chew sessions to celebrate successes and address areas of opportunity.</p>		Principal	Teacher retention rates will increase by at least 5% with emphasis on teacher performance trends that indicate growth in all students with specific emphasis on African American, Special education, Economically Dis, as measured by district and STAAR assessments.				
<p>Critical Success Factors CSF 7</p> <p>4) In an effort to ensure that candidates selected come from the most talented pool available, our campus will determine campus needs and begin recruitment efforts that will recommend teachers for hire as early as possible.</p>		Principal, Assistant Principal, and Specialists	Teacher retention rates will increase by at least 5% with emphasis on teacher performance trends that indicate growth in all students with specific emphasis on African American, Special education, Economically Dis, as measured by district and STAAR assessments.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Ensure Effective and Efficient Use of Resources

Performance Objective 1: 5.1 Continue excellence in financial planning, management and stewardship.
5.2 Effectively utilize funds to maintain or upgrade existing facilities and equipment and/or construct new facilities.

Evaluation Data Source(s) 1: 5.1 Maintain high ratings on the Financial Integrity Rating System of Texas (FIRST) and demonstrate appropriate management of taxpayer resources on the District's Comprehensive Annual Financial Report (CAFR). 5.2 Updated and maintained Capital Facilities Priorities Report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 3 1) Meet with Campus Performance Objective Committee (CPOC) to review, plan, and target budget use based on campus needs assessment and end of the year student performance data	2.6, 3.2	Principal, Assistant Principal and Specialists	Effective and efficient use of resources as measured by teacher survey data, resource usage reports and student assessment data				
Problem Statements: School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher perception data reveals that teacher voice and opinions are often not taken into consideration when there is a change in process of procedure. Root Cause 1: Teacher voice has not been viewed as a collaborative effort to build a strong campus culture.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	3	Teachers will participate in data talks with the principal or designee once per grading period to review action plans for students closest to approaching, meets, and masters as well as those students identified in our targeted student groups.
1	1	7	Teachers will participate in monthly campus level flip staff professional learning meetings to refine their use strategies for of AVID as well as other instructional strategies that support career and college readiness, English language learners, and identified targeted student groups.
3	1	2	In an effort to increase students' awareness of college and careers, the campus will plan and implement a school wide college and career awareness day where community members and others school stakeholders are invited to present and bring awareness to students on local colleges and possible careers of interest.

State Compensatory

Budget for Sue Crouch Intermediate:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.XX.6116.00.111.0.XX	6116 Extra Duty Stipend - Locally Defined	\$5,917.00
199.XX.6118.00.111.0.XX	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
199.XX.6119.00.111.0.XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$170,110.00
199.XX.6129.00.111.0.XX	6129 Salaries or Wages for Support Personnel	\$21,665.00
199.XX.6141.00.111.0.XX	6141 Social Security/Medicare	\$1,969.00
199.XX.6142.00.111.0.XX	6142 Group Health and Life Insurance	\$5,130.00
199.XX.6143.00.111.0.XX	6143 Workers' Compensation	\$1,819.00
199.XX.6144.00.111.0.XX	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$9,415.00
199.XX.6146.00.111.0.XX	6146 Teacher Retirement/TRS Care	\$3,704.00
6100 Subtotal:		\$220,729.00
6400 Other Operating Costs		
199.XX.6411.00.111.0.XX	6411 Employee Travel	\$2,000.00
6400 Subtotal:		\$2,000.00

Personnel for Sue Crouch Intermediate:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Gilliland	Instructional Support Specialist	Title I	1.0
Bryan Michler	Instructional Support Specialist	Title I	0.5
Ryan Wiggs	Instructional Support Specialist	Title I	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our campus completed our comprehensive needs assessment on September 17th as a collaborative activity with our CPOC and campus teachers. The group was led in a discussion to address the eight components of a comprehensive needs assessment using targeted questions. Findings were displayed as strengths and areas of opportunity.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our campus improvement plan was developed after we conducted our comprehensive needs assessment. The campus leadership team, which included our administrators and specialists, reviewed the strengths and areas of opportunity to develop problem statements, root causes, and strategies that support our district initiatives and goals.

2.2: Regular monitoring and revision

There will be periodic formative review of strategy implementation throughout the year.

2.3: Available to parents and community in an understandable format and language

Our Campus Improvement Plan will be available to parents from our campus website and will be reviewed by our CPOC as part of our continuous improvement process.

2.4: Opportunities for all children to meet State standards

This year will begin targeted skills-based intervention to ensure students who have skills deficits are making the expected growth.

2.5: Increased learning time and well-rounded education

Schedules have been double-blocked in sixth grade to include additional time for intervention. All core classrooms have incorporated a 30 minute intervention block to support growth measures for students in the area of reading and math.

2.6: Address needs of all students, particularly at-risk

Regular data meetings with teachers will be held as a part of our targeted improvement process. During these meetings, analysis of data will address how students in our targeted student groups are progressing towards the meets and masters level.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our campus held it's Annual Title I Meeting on September 20th. During this time, the campus principal discussed the purpose of Title I as well as our Parent and Family Engagement Policy and ways parents can support student achievement.

3.2: Offer flexible number of parent involvement meetings

With collaboration from our PTA and Choice Programming, our campus provides several opportunities for parent to engage.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Gilliland	Instructional Support Specialist		1.0
Bryan Michler	Instructional Support Specialist		0.5
Ryan Wiggs	Instructional Support Specialist		1.0

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Sue Crouch	Parent
Administrator	Arthurlyn Morgan	Administrator
Classroom Teacher	Shelley Alvine	Classroom Teacher
Parent	Astria Whitefield	Parent
Parent	Courtney Mooring	Parent
Classroom Teacher	Andra Gates	Classroom Teacher
Non-classroom Professional	Beth Gilliland	Non-classroom Professional
Classroom Teacher	Jane Krueger	Classroom Teacher
Classroom Teacher	Juan Marquez	Classroom Teacher
Classroom Teacher	Shawna Morris	Classroom Teacher
Non-classroom Professional	Ryan Wiggs	Non-classroom Professional
Administrator	Troy Shepherd	Administrator
Community Representative	Neetigya Satway	Community
Parent	Aaron Kenagy	Parent
District-level Professional	Betty Lewis	District Level Professional
Paraprofessional	Marcia Brenner	Para Professional

Addendums

Federal Program Expenditures

All district and campus expenditures related to the following Federal Grants will be utilized for the purposes and intended audiences stated below:

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals; and 2) to hold LEAs and schools accountable for improving student academic achievement. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.

Ten Components of a Schoolwide Program

1. A comprehensive needs assessment
2. Schoolwide reform strategies that provide opportunities for all children to meet or exceed state's proficient level of student performance
3. Instruction by highly qualified teachers
4. High Quality, ongoing professional development for all staff as needed
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs
8. Measures to include teachers in the decisions regarding the use of academic assessments for improving individual student performance and the overall instructional program
9. Effective, timely intervention activities which include measures to ensure that students' difficulties are identified and of sufficient scope to target appropriate intervention
10. Coordination and integration occurs between federal, state, and local services such as nutrition, education, job training, programs provided under NCLB and violence prevention programs..

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

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

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

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

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

BY OTHERS

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

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

EXAMPLES

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

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

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

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

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	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.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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.

CRIMINAL
INVESTIGATION

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

CONCLUDING THE
INVESTIGATION

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.

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.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

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.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

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

POLICY

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

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

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

INTERNET POSTING

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

Education Code 37.0832(a)–(e)

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

BULLYING
PROHIBITED

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

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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