

Henrietta Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



Mission Statement

Henrietta Independent School District will ensure a caring community of schools staffed with sincere, dedicated professionals providing every child every chance for success.

Vision

Exemplary In All Endeavors

Engaged

students and teachers

Efficient

use of time and resources

Effective

instruction and assessment

Core Values in Henrietta ISD

Henrietta Independent School District's five Core Values affirm who we are, what we stand for, how we treat each other, our priorities and the guiding principles we live by as members of the Henrietta ISD family.

It is the responsibility of **every member** of the Henrietta ISD family to ensure our Core Values are **deeply embedded** and **intentional** in our deeds, actions, decisions, priorities, conversations, and celebrations in HISD.

- We put every **child** at the heart of everything we do.
- We, as a **community**, leverage individual strengths to meet challenging goals.
- We believe in a **collaborative** spirit because we are better when we are together.
- We never stop learning and growing in limitless **curiosity**.
- We are guided by a moral **compass** of strong character, ethics, and integrity.

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Comprehensive Needs Assessment

Revised/Approved: October 24, 2018

Demographics

Demographics Summary

Henrietta Independent School District (HISD) serves 958 students with backgrounds that include 85.9% White students and 9.2% Hispanic students. Enrollment has remained at approximately 950 students in the past few years. The information below is based on data gathering as reported by the 2017-2018 PEIMS Fall Collection Report and 2016-2017 Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	English as a Second Language	Career & Technology	Gifted & Talented	At Risk	Socio Economic Status	Special Education
2017-2018	958	0.6%	37.4%	6.2%	41.7%	40.5%	10.8%
2016-2017	928	0.3%	34.3%	6.6%	36.5%	42.1%	12.0%
2015-2016	963	0.3%	36.8%	5.6%	38.9%	40.9%	12.6%
2014-2015	985	0.006%	36.0%	6.3%	36.6%	42.6%	12.1%
2013-2014	948	0.006%	35.9%	4.9%	36.2%	44.2%	11.2%

Demographics for ethnic distribution:

School Year	White	Hispanic	African American	American Indian	Asian or Other	Two or More Races
2017-2018	85.9%	9.2%	0.2%	1.7%	0.5%	2.5%
2016-2017	88.1%	7.1%	0.3%	1.6%	0.1%	2.3%
2015-2016	86.8%	7.8%	1.0%	1.2%	0.2%	2.9%
2014-2015	85.4%	7.9%	0.8%	1.6%	0.2%	4.1%
2013-2014	87.1%	7.9%	0.6%	1.0%	0.2%	3.1%

Demographics Strengths

Henrietta Independent School District is one of the largest employers in Henrietta. The district currently employs approximately 170 people. The Henrietta community and business members provide exceptional support to the students enrolled in HISD. HISD offers programs on all campuses that include: AP, Pre-AP (Junior High and High School), dual credit courses, Scottish Rite Language Therapist, daily academic enrichment, a wide variety of electives, and Texas certified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. **Root Cause:** District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.

Student Academic Achievement

Student Academic Achievement Summary

Henrietta Independent School District (HISD) scored a B (88) on the state accountability system for 2017-2018. All three campuses in HISD "met standard" as well. Henrietta Elementary School earned Distinction Designation in Academic Achievement in Mathematics and Postsecondary Readiness. Henrietta Junior High School earned Distinction Designation in Academic Achievement in Mathematics and Comparable Academic Growth. Henrietta High School earned Distinction Designation in Academic Achievement in ELA/Reading and Academic Achievement in Science.

Accountability Ratings Overall Summary

	Economically Disadvantaged	School Progress									
		Overall		Student Achievement		Academic Growth		Relative Growth		Closing the Gap	
		Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score
2018	40.6%	B	88	B	88	C	79	B	85	B	89
2017	42.1%	B	84	B	84	B	85	B	80	B	82

Approaches Grade Level--Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrates the ability to apply the assessed knowledge and skills in familiar contexts.

Meets Grade Level--Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters Grade Level--Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Reading Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged			At Risk		
	State	Region 9	HISD	State	Region 9	HISD	State	Region 9	HISD
Meets and Above	46%	42%	51%	34%	22%	36%	23%	20%	18%
Masters	19%	16%	22%	12%	10%	13%	6%	4%	6%

As indicated in the Meets Grade Level or Above Performance table above, student achievement is above the state and Region 9 except for the At Risk students. Student achievement at the Masters Grade Level exceeds the State and Region 9 (except 6% between State and HISD at risk students.)

ACT English

State Region 9 HISD

2018	19.6		19.9
2017	19.5		20.6
2016	19.4	20.3	21.5
2015	19.8	20.4	20.9
2014	19.8	20.2	20.8

ACT Reading

State Region 9 HISD

2018	21.1		21.0
2017	21.1		22.7
2016	21.0	20.3	23.4
2015	21.1	20.4	21.3
2014	21.1	20.2	22.2

SAT ELA and Writing

State Region 9 HISD

2016	903	939	1028
2015	912	942	970
2014	925	942	955
2013	927	964	960

Mathematics Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged			At Risk		
	State	Region 9	HISD	State	Region 9	HISD	State	Region 9	State
Meets and Above	50%	43%	60%	39%	33%	47%	29%	24%	30%
Masters	24%	19%	33%	16%	12%	21%	10%	6%	10%

As indicated in the Meets Grade Level or Above performance table above, student achievement is above the State average and Region 9 average. Student achievement at the Masters Grade Level exceeds the State and Region 9.

HISD's economically disadvantaged students exceed the State scores in the Meets and Above and Masters Grade Level performances. The same is reflected in HISD's at risk students in the Meets and Above Grade Level performance while equaling the State in the Masters Grade Level performance.

ACT Mathematics

	State	Region 9	HISD
2018	20.6		20.3
2017	20.7		19.2
2016	20.5	20.3	21.0
2015	20.9	20.4	20.4
2014	21.2	20.5	20.5

SAT Mathematics

	State	Region 9	HISD
2016	472	485	503
2015	482	489	504
2014	491	492	485
2013	496	508	499

Writing Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged			At Risk		
	State	Region 9	HISD	State	Region 9	HISD	State	Region 9	HISD
Meets and Above	41%	35%	53%	29%	25%	41%	18%	15%	14%
Masters	13%	9%	13%	6%	5%	13%	3%	2%	0%

As indicated in the Meets Grade Level or Above performance table above, student achievement in Writing across the district was above the State and Region 9. Student achievement at the Masters Grade Level exceeds the Region 9 and the same at the State.

The percentage of HISD's economically disadvantaged students tops the state's scores in the Meets and Above/Masters Grade Level performance while falling behind in both performance levels with at risk students.

Science Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged			At Risk		
	State	Region 9	HISD	State	Region 9	HISD	State	Region 9	HISD
Meets and Above	51%	44%	52%	39%	34%	34%	28%	22%	19%
Masters	23%	17%	20%	13%	10%	10%	7%	4%	2%

As indicated in the Meets Grade Level or Above performance table above, student achievement in Science across the district was above the State and Region 9. Student achievement at the Masters Grade Level indicates performance below the State and above Region 9 averages.

HISD's economically disadvantaged and at risk students follow the all students in scoring below the State's and equaling Region 9. At risk students scored below both the State and Region 9.

ACT Science

	State	Region 9	HISD
2018	20.8		21.1
2017	20.9		21.4
2016	20.5	20.9	23.3
2015	20.7	20.8	21.0
2014	20.7	20.7	21.8

Social Studies Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged			At Risk		
	State	Region 9	HISD	State	Region 9	HISD	State	Region 9	HISD
Meets and Above	53%	46%	53%	41%	35%	31%	32%	25%	24%
Masters	31%	24%	30%	20%	15%	15%	13%	8%	14%

As indicated in the Meets Grade Level or Above performance table above, student achievement in Social Studies across the district was above Region 9. Student achievement at the Masters Grade level indicates performance was above Region 9 averages.

Economically disadvantaged students performed below the State, while at risk students achieved above the State in the Masters Grade Level performance.

Student Academic Achievement Strengths

HISD graduation rates continue to exceed state averages. The 4-year graduation rate for the class of 2016 was 97.3, 8.2% points above the state average. Dropout rates are also lower than the state average. Student attendance is consistently high at 96.8% and is slightly higher (1.0%) than the state (2016-2017 TAPR).

Elementary class sizes are lower than the state average and this also holds true at the secondary level except for Foreign Languages. The number of students per teacher in HISD is 11.8 (2016-2017 TAPR).

The percentage of students (all grades, all subjects) achieving Masters Grade Level exceeds the state by 4.0% and Region 9 by 7.0% (HISD, 25%; Region 9, 17%; State, 21%). HISD students (all grades, all subjects) Meets Grade Level or Above was 54% (Region 9, 43%).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Economically disadvantaged students showed higher scores in approximately half of the categories (meets and/or masters in all subjects) when compared to the State. At risk students performed higher than the State in 25%. **Root Cause:** Examine intervention strategies and data collection to student success.

District Processes & Programs

District Processes & Programs Summary

Henrietta Independent School District has three traditional campuses (one elementary, one junior high, and one high school campus). Each campus has one principal and counselor with the elementary and high school campuses having an assistant principal.

The culture and climate of the school is directly connected to the quality of the district. Safe and secure buildings are a priority. All campuses have secure entrances and visitor guidelines, including check-in and check-out procedures. HISD has a strong partnership with the Clay County Sheriff's Department and the Texas Department of Public Safety to enhance safety and security services to all campuses. Building safety inspections are ongoing, with improvements made continually when warranted. Systems are in place to teach and model behaviors that are safe and respectful.

Physical safety and freedom from bullying are always at the forefront of student needs. HISD is committed to providing a safe and welcoming environment for all students. HES and HJH have implemented Capturing Kids Hearts (CKH) to teach positive, proactive, and relational behaviors. HHS will review the objectives of CKH and the implementation at its campus. HISD coaches and district and campus leadership will attend the Coaching Greatness course that is a component of CKH.

Curriculum and Instruction

Implementing the TEKS (Texas Essential Knowledge and Skills) with fidelity is an expectation at HISD. Teachers of core courses find their curriculum within the TEKS Resource System. The system supports implementation and instruction of the state standards in the core content areas. The curriculum resources provide a clear and common understanding of what HISD students are to know and be able to do, and serve as the centerpiece for teacher study, planning, and collaboration. Regardless of content area, all teachers provide students with instruction aligned with the TEKS.

Intentional collaboration towards more research-based instructional practices at all levels are necessary in preparing students for the rigor of the STAAR assessment. The District Leadership Team recognizes the need to ensure strong instructional practices at all levels with an emphasis on addressing the performance of economically disadvantaged, at-risk, and special education subpopulations. District initiatives will continue to focus on Professional Learning Communities, data-based instruction, and technology integration. Overall, there is an emphasis on working in a collaborative environment to improve the instruction in our classrooms.

The District continues to learn more about the changes to the STAAR tests and the new A-F state accountability system to ensure it remains a leading school district in the state. All three Henrietta ISD campuses met the accountability requirements. All three campuses received at least two designation of distinctions.

Continued and focused data analysis is a fundamental process of HISD. Implementation of Professional Learning Communities (PLCs) continue in the 2018-2019 school year on secondary and elementary campuses. Texas Academic Performance Report (TAPR), STAAR, EOC, and Performance Based

Monitoring Analysis System (PBMAS) are used as sources of data to discern needs and strengths. Curriculum checks are given at the six weeks period. Common assessments are being used and aligning EOCs to common assessments are beginning.

Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school. Odyssey resources are used to assist with credit recovery.

Various special programs address the learning needs of HISD students. Students identified with special needs are served through RtI² and other appropriate programs such as dyslexia, gifted and talented, English Language Learners, Section 504, and special education.

Pre-advanced placement, advanced placement, and other advanced courses are offered in grades 8-12. Students enrolled in AP courses have the opportunity to participate in AP exams. Qualifying students also have the opportunity to participate in multiple dual credit courses provided by Vernon College.

Research-based professional development for all instructional staff is necessary for continued growth and improved instructional practices in order to meet the needs of all students. Collaboration among professional staff is imperative, along with keeping track of the degree of alignment between the written, taught, and tested curriculum. Throughout the year, resources and materials will be adjusted, analyzed, and updated.

Reimagine learning where students become the creator and owner of their learning while attending school in Henrietta ISD is a driving force in the technological needs of the district. All other systems either directly or indirectly support this goal by providing valuable student data to the campuses or supporting the day-to-day operations of the district. The rapid pace of change in the area of technology requires an ongoing evaluation of current equipment and usage to provide the students, teachers, and staff with the tools necessary to prepare HISD students to be life-long learners.

Staff Quality, Recruitment, and Retention

Henrietta Independent School District has a reputation for hiring and retaining exceptionally talented and dedicated employees. HISD District and Campus Advisory Teams conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

HISD employs approximately 149 staff members, 53.0% of which are teachers, 21.0% auxiliary staff, 16.2% educational aides, 4.1% professional staff, and 5.7% campus and district staff. The total minority staff percentage is 3.9%. Approximately 83.5% of teachers hold a bachelor's degree and 16.3% hold a master's. The lowest percentage (14.0%) of teachers by years of experience is 6-10 years experience. The highest percentage (35.1%) of teachers have 11-20 years experience, and the average years of experience of teachers is 16.2 (2016-2017 TAPR).

Technology 2018-2019

HISD students need to be well-prepared, responsible digital citizens; therefore, the technological needs of the students and the teachers are paramount. In Henrietta ISD, technology is more than hardware and software. Instruction drives technology. Integrated modern learning environments facilitate creativity and collaboration, support professional learning communities, share best practices and integrate 21st century skills into classroom practice; enable students to learn in relevant, real-world contexts; allow equitable access to quality learning tools, technologies and resources; provide designs for group, team and

individual learning; and support expanded community and global involvement in learning, both face-to-face and online.

All classrooms are networked with high-speed internet. Data projectors and document cameras are available in every classroom, and interactive whiteboards enhance the learning experience in many classrooms.

The emergence and proliferation of mobile internet-ready devices represent a key turning point in education. This leap forward in personal technology access has extended opportunities for students and educators to reach beyond the classroom. Like other districts, HISD is determining how to best use and integrate these tools, along with trying to balance the need for providing tools for equitable access and embracing devices students bring to school for learning.

A variety of software is utilized as teaching tools, technology curriculum, academic intervention, administrative applications, and for test data analysis and dissemination. Leveraging these immersive, interactive technologies to benefit education will continue to extend as vital aspects of digital learning. Increasing expectations from the business/industry sector, as well as curricular expectations, along with the reality of "anytime, anywhere" learning continues to influence the need to transform the learning experience.

District Processes & Programs Strengths

Curriculum, Instruction, and Assessment

Henrietta ISD utilizes an aligned curriculum that alleviates gaps in instruction and ensures HISD students are taught at the appropriate depth and level of complexity to be successful. Professional Learning Communities continue to improve at every campus to improve planning and instruction.

HISD campus administration has the discretion to utilize tutoring services on their campuses to be most beneficial to their students. HES RtI² programs for academic needs, accelerated instruction, and summer remediation programs are in place to help at-risk students in demographic groups who continue to struggle academically. District administration is committed to a focus on understanding the needs of all subpopulations and providing necessary training to meet the challenges of those subpopulations. As a point of emphasis, HISD will continue to offer effective instructional strategies for professional development.

HISD is committed to providing our students and staff with the innovative technology tools, resources, and training to meet the 21st century demands.

HISD instructional assistants are a benefit in classrooms as they serve special education and at-risk students in an inclusive setting.

All three campuses received at least two distinction designations.

Staff Quality, Recruitment, and Retention

All staff members have opportunities to grow and learn. Professional development options include contracted sessions and support based on district initiatives and research based best practices. A variety of staff development options is offered each summer and throughout the school year to address curriculum challenges.

Retaining high quality staff is a priority and efforts result in a lower than average turnover rate. The current average number of years teachers have in HISD is 11.0 which is above the state average of 7.2 (2016-2017 TAPR). Many retirees continue to serve the district in the capacity of substitute teachers, tutors, and student mentors.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (16%) is minimally above the State's performance (14%). **Root Cause:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

Perceptions

Perceptions Summary

Henrietta ISD continuously seeks feedback from parents, staff, and students on how they perceive the district's academic programs, communications, discipline, climate/environment and leadership and mission.

Parents, guardians and community members are welcomed on campus and encouraged to participate in their children's education. Community members and parents are active participants on the District Advisory Team.

The district assists families by maintaining close working relationships with various community providers. These may include: local food banks, various businesses and community clubs, faith based organizations, and private community donations. Due to these strong community partnerships, students have the opportunity to participate in a wide range of school and community-based activities.

The Henrietta Independent School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. HISD partners with local community and local law enforcement to ensure safety on all campuses. HISD campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness which enhance a positive school environment. The district initiates increasing rigor in the classroom, emphasizes the importance of relationships to ensure a safe, risk-free environment that is academically challenging. HISD focuses on connecting through building strong, positive relationships with the community, staff, and students.

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

Henrietta ISD asked students, parents and guardians, faculty and staff, and community members for feedback on the school's climate and culture. The purpose of the survey is to better understand individual school climate, learn what Henrietta ISD schools are doing well, and identify opportunities for improvement. Results will be incorporated into the district improvement plan and campus improvement plans and used to help the district improve the educational experience for all students.

The survey addresses the following five topics:

- Academics (7 response statements)
- Communications (5 response statements)
- Discipline (6 response statements)
- Climate/Environment (7 response statements)
- Leadership and Mission (5 response statements)

Survey Results

Academics

Survey Item	A	B	C	D	F
The district has an academic emphasis and believes that all children can learn and achieve the district's educational goals.	50%	31%	12%	5%	3%
Students are respected regardless of their academic achievement level.	45%	28%	13%	10%	4%
The district has high expectations for student academic achievement.	53%	24%	14%	7%	3%
The district has high expectations for student achievement in extracurricular activities.	52%	28%	9%	7%	3%
The district provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.	42%	21%	19%	12%	6%
The district's curriculum will give students a solid educational foundation.	41%	30%	18%	6%	4%
The district motivates students to learn.	42%	25%	17%	8%	8%
What is the MOST INFLUENTIAL in helping students achieve academically?					
Positive relationship between teacher/student	24%				
Support from the home	18%				
Teaching to various learning styles	17%				

Communications

Survey Item	A	B	C	D	F
Parents and students feel comfortable talking with the principal.	49%	25%	46%	4%	9%
Parents and students feel comfortable talking with teachers.	41%	37%	12%	5%	6%
Students are willing to approach teachers for advice or help.	34%	34%	21%	6%	6%
Teachers keep parents and students informed about academic progress.	44%	24%	16%	9%	7%
Shared responsibility is assumed by students, faculty, administration, and parents for the achievement of school goals.	39%	28%	18%	7%	9%

Discipline

Survey Item	A	B	C	D	F
The district maintains high standards of behavior for all students.	43%	22%	16%	9%	10%
Discipline problems are few.	25%	36%	20%	9%	10%
Students demonstrate respect toward all individuals.	23%	31%	24%	12%	10%
The district and teachers have mutual expectations for discipline.	37%	27%	18%	9%	8%
The district handles disciplinary actions fairly and consistently.	38%	26%	15%	10%	12%
HISD students are recognized for positive behavior.	48%	18%	19%	7%	8%

Climate/Environment

Survey Item

	A	B	C	D	F
The district has an orderly, inviting atmosphere.	51%	26%	12%	6%	4%
The district has attractive, safe, clean facilities and grounds.	56%	28%	11%	3%	2%
Students generally take care of and respect their own property and that of other students.	27%	31%	23%	13%	6%
Students feel safe at school.	55%	30%	5%	7%	3%
Teachers and students treat each other with respect.	29%	34%	21%	9%	7%
The district gives honors, awards, and other forms of recognition to students for academic achievement.	61%	22%	8%	7%	3%
The district has good teacher morale.	34%	24%	21%	10%	11%
Areas of volunteer interest					
Helping keep our campuses clean and safe	25%				
Going on field trips as a chaperone	24%				
Mentoring a student	17%				

Leadership and Mission

Survey Item

	A	B	C	D	F
The principal has a high level of visibility.	54%	26%	9%	5%	6%
The principal takes an active interest in the well-being of both teachers and students.	50%	26%	11%	5%	8%
The principal provides leadership for continuous school improvement.	50%	24%	11%	7%	8%
The district has staff members who believe they are able to help all students learn and take responsibility for learning outcomes.	47%	30%	11%	9%	3%
Teachers work together on common issues and goals.	43%	29%	16%	8%	4%
Issues perceived as the MAJOR OBSTACLES to student achievement.					
Lack of student motivation	21%				
Poor parental involvement	18%				
Lack of student self-control and discipline	15%				

Perceptions Strengths

- School Health Advisory Committee (SHAC) continues to advise the district on health and wellness policies and procedures.
- An online bullying reporting system is used to efficiently report and track bullying across the district.
- Numerous safety programs and action plans are implemented to include: surveillance/security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lockdown drills, and reverse evacuation drills.

Based on numerous surveys conducted, students, teachers, staff, parents, and community members highly rank the district's academic, climate/environment, and leadership and mission focus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students demonstrate respect toward all individuals. **Root Cause:** The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

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,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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

- Budgets/entitlements and expenditures data

Goals




Revised/Approved: October 11, 2018







Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 1: Increase the percentage of economically disadvantaged students meets + grade level standards in all grades and all subjects from 29% to 44%; at risk, 22% to 30%; approaches +, 73% to 76% (economically disadvantaged); 62% to 68% (at-risk).

Evaluation Data Source(s) 1: STAAR performance data; local curriculum based assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
PBMAS 1) Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, Prime Time and/or Achieve.	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent	Increased student performance on local curriculum based assessments and STAAR.				
				Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Title I - 137110.00, State Compensatory (HES) - 157206.00, State Compensatory (HJH) - 76977.00, State Compensatory (HHS) - 57160.00			
PBMAS 2) Continue to provide training to administrators and teachers on calculating and monitoring student progress.	2.4, 2.6	Assistant Superintendent, Principals, Counselor, Teachers	Increased student performance on local curriculum based assessments. Campus meeting documents that reflect the participation on sign-in sheets and agenda.				
				Problem Statements: Demographics 1 - School Processes & Programs 1			

3) Provide assistance for students to remove barriers in school readiness, success, and attendance including supplemental services for the homeless and neglected.	2.4, 2.5, 2.6	Assistant Superintendent, Principals, Counselors, Teachers	Student performance on curriculum based assessments, PEIMS data, and STAAR				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title I - 100.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 1: Economically disadvantaged students showed higher scores in approximately half of the categories (meets and/or masters in all subjects) when compared to the State. At risk students performed higher than the State in 25%. Root Cause 1: Examine intervention strategies and data collection to student success.
School Processes & Programs
Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (16%) is minimally above the State's performance (14%). Root Cause 1: Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 2: Increase the percentage of special education students meets + in all grades and all subject from 14% to 18%; approaches + 37% to 39%.

Evaluation Data Source(s) 2: STAAR performance data; local curriculum based assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
PBMAS 1) Provide intervention and acceleration to meet the individual needs of students identified with delay in reading and math.	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent	Improved student results on local curriculum based assessments and STAAR.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory (HJH) - 4703.00, State Compensatory (HHS) - 4765.00			
PBMAS 2) Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, Excel (HJH), Achieve (HHS), Prime Time (HES), and summer school.	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent, Clay-Jack SSA	Increase student performance using DMAC student progress data, STAAR, and IEP				
				Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory (HES) - 2600.00			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:


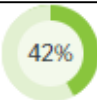




Student Academic Achievement
Problem Statement 1: Economically disadvantaged students showed higher scores in approximately half of the categories (meets and/or masters in all subjects) when compared to the State. At risk students performed higher than the State in 25%. Root Cause 1: Examine intervention strategies and data collection to student success.

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 1: 100% of teachers will be state certified and teaching assistants will be "highly qualified."

Evaluation Data Source(s) 1: Review assignment report and annual certification checks to meet state certification requirements.

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Conduct recruitment activities to ensure state certified personnel in all positions and "highly qualified" teaching assistants. Participation in Region 9 ESC HR Services Cooperative provides access to the following: AppliTrak Online Application, multiple posting sites (regional, state, and national) through AppliTrak System and job fair participation.		Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified. All vacancies will be posted on the HISD AppliTrak and Region 9 ESC.				
2) Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting state certification requirements.		Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified per state certified requirements.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 2: Increase the capacity of instructional leadership through targeted professional development.

Evaluation Data Source(s) 2: STAAR, T-TESS, T-PESS, Region 9 ESC

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
PBMAS 1) Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including AP training, G/T training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI, ELL, and professional development conferences.	2.4, 2.5, 2.6	Principals, Assistant Superintendent	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory (HES) - 8450.00						
PBMAS 2) Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of local curriculum based assessments and STAAR.	2.4, 2.5	Principals, Assistant Superintendent, Superintendent	Increased student success as measured by STAAR, local curriculum based assessments, and PBMAS.				
	Problem Statements: Demographics 1 - School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 1: Economically disadvantaged students showed higher scores in approximately half of the categories (meets and/or masters in all subjects) when compared to the State. At risk students performed higher than the State in 25%. Root Cause 1: Examine intervention strategies and data collection to student success.
School Processes & Programs


Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (16%) is minimally above the State's performance (14%). **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.


Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.


Performance Objective 3: The district will be able to hire and retain quality staff by offering competitive regional salaries and high quality opportunities for personal targeted growth based on student needs.


Evaluation Data Source(s) 3: District Compensation Study; T-TESS; STAAR


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide incentives for HISD Bilingual/ESL certified teachers in an effort to recruit and retain teachers in the district.	2.4	Assistant Superintendent, Principals	Increase the number of Bilingual/ESL certified teachers				
2) Provide professional development in the use of culturally responsive teaching techniques to address the specific needs of an increasingly diverse and low-socioeconomic population.	2.4, 2.6	Assistant Superintendent, Principals	Staff development attendance documentation, T-TESS				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.

Performance Objective 1: Through family and community partnerships, the district will attain a 97% student attendance rate.

Evaluation Data Source(s) 1: Final PEIMS report from TxEIS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Hold regularly scheduled District Advisory Team meetings in order to: -Revise the District Parent and Family Engagement Policy, -Gather input from parents regarding the annual evaluation of the Title I program, -Revise, approve, and distribute a Teacher, Parent, Student Compact.	3.1, 3.2	Principals, Assistant Superintendent	Increased parent engagement in activities required by federal law.				
Problem Statements: Demographics 1							
PBMAS 2) Hold HISD University that provides parents information about: -Special education resources in the IEP process, -Classroom activities and resources about online learning opportunities, -English as a Second Language classes, -Volunteer programs, opportunities, and activities, -Parent Portal for parents to monitor attendance, grades, and behavior, -Social media communication (website, email, text, Twitter, Facebook) -Prime Time, Achieve, tutorials, Odyssey, -STAAR and local curriculum based assessments, -Title I requirements, -Social media etiquette, -Handbooks (student, code of conduct)	3.1, 3.2	Teachers, Principals, Counselors, Staff, Technology, Assistant Superintendent	Increase parents' knowledge of the educational process at HISD.				
Problem Statements: Demographics 1 Funding Sources: State Compensatory (HHS) - 11423.00, State Compensatory (HES) - 47567.00, State Compensatory (HJH) - 9720.00							

3) Coordinate and provide opportunities that develop the awareness of the Texas Grant Program and the need to begin careful graduation planning and course selection beginning in junior high school: Texas Grant information, financial aid, scholarships, graduation planning, and career transition information.		Counselors, Principals, Assistant Superintendent	Greater parent/guardian awareness in the graduation process, procedures, expectation, requirement at HISD.				
							

Performance Objective 1 Problem Statements:

Demographics	
<p>Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.</p>	

Goal 4: Henrietta ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Student performance at meets grade level will increase for all students in all grades for two or more subjects from 54% to 55%; masters grade level for all students in all grades will increase from 25% to 26%.

Evaluation Data Source(s) 1: TAPR STAAR percent at meets grade level, all grades, two or more subjects; TAPR STAAR percent at masters grade level, all grades, all subjects

Summative Evaluation 1:

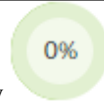
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Use DMAC to disaggregate data and focus on all students. economically disadvantaged and at risk students.	2.4, 2.6	Teachers, Counselors, Principals, Assistant Superintendent	Performance for all students, economically disadvantaged students and at risk students will increase on STAAR and local curriculum based assessments.				
	Problem Statements: Demographics 1 - School Processes & Programs 1						
2) Create an environment of high expectations that will focus on meeting and/or mastering grade level.	2.4, 2.5, 2.6	Counselors, Principals, Assistant Superintendent, Clay-Jack SSA	Performance for all students, economically disadvantaged students and at risk students will increase on STAAR and local curriculum based assessments.				
	Problem Statements: School Processes & Programs 1						
3) Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.	2.4, 2.5, 2.6	Principals, Assistant Superintendent	Performance for all students, economically disadvantaged students and at risk students will increase on STAAR and local curriculum based assessments.				
	Problem Statements: School Processes & Programs 1						
4) Provide a full-day Head Start program for eligible 3 year old children and/or eligible 4 year old children.	2.4, 2.5, 2.6	Assistant Superintendent, Principal, Counselor, Region 9 ESC Head Start Specialists, Teachers	Whole child progress based on federal requirements through BOY and EOY evaluations.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: State Compensatory (HES) - 3000.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 1: Economically disadvantaged students showed higher scores in approximately half of the categories (meets and/or masters in all subjects) when compared to the State. At risk students performed higher than the State in 25%. Root Cause 1: Examine intervention strategies and data collection to student success.
School Processes & Programs
Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (16%) is minimally above the State's performance (14%). Root Cause 1: Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.
Perceptions
Problem Statement 1: Students demonstrate respect toward all individuals. Root Cause 1: The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.


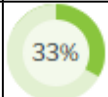





Goal 5: In partnership with the HISD community, students will be provided a nurturing, safe, secure, and orderly environment.

Performance Objective 1: Develop, monitor and assess effectiveness of interventions, crisis management, and school health programs.

Evaluation Data Source(s) 1: SafeSchools course documents, campus drill documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Align all practices across the district with plans and procedures in the HISD Emergency Operations Plan.		Principals, Assistant Superintendent, Superintendent	Updated EOP; improved campus drill documentation; increased SafeSchools completions				
2) Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout (required by Texas Behavior Support Initiative--SB 1196).		Principals, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA and campus documentation will be maintained.				
Problem Statements: Perceptions 1							
3) Train all district employees in bloodborne pathogens.		District Nurse, Principals, Assistant Superintendent	Increased knowledge by completing the SafeSchools course.				
4) Provide training for all staff in the recognition and prevention of harassment including disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment (SB 471), bullying (HB 1942), suicide, health needs, and early mental health intervention (HB 1386). See Board Policy FFI(LEGAL) and FFI (LOCAL) in the addendum.		Assistant Superintendent, Principals, Counselors, SSA Executive Director	Increased knowledge by completing SafeSchools courses.				

5) Continue "Capturing Kids Hearts" at Henrietta Elementary School and Henrietta Junior High School and explore implementation at Henrietta High School. Explore training and implementation of "Coaching Greatness" at Henrietta ISD.		Counselors, Assistant Principals, Principals, Assistant Superintendent	Improved school climate results and student attendance.				
Problem Statements: Perceptions 1 Funding Sources: Title II - 21123.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions	
Problem Statement 1: Students demonstrate respect toward all individuals. Root Cause 1: The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.	

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, Prime Time and/or Achieve.
1	1	2	Continue to provide training to administrators and teachers on calculating and monitoring student progress.
1	2	1	Provide intervention and acceleration to meet the individual needs of students identified with delay in reading and math.
1	2	2	Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, Excel (HJH), Achieve (HHS), Prime Time (HES), and summer school.
2	2	1	Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including AP training, G/T training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI, ELL, and professional development conferences.
2	2	2	Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of local curriculum based assessments and STAAR.
3	1	2	Hold HISD University that provides parents information about: -Special education resources in the IEP process, -Classroom activities and resources about online learning opportunities, -English as a Second Language classes, -Volunteer programs, opportunities, and activities, -Parent Portal for parents to monitor attendance, grades, and behavior, -Social media communication (website, email, text, Twitter, Facebook) -Prime Time, Achieve, tutorials, Odyssey, -STAAR and local curriculum based assessments, -Title I requirements, -Social media etiquette, -Handbooks (student, code of conduct)

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.041.9.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6112.00.101.9.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6119.00.001.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,515.00
199.11.6119.00.041.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$44,820.00
199.11.6119.00.101.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$138,296.00
199.11.6119.01.041.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,000.00
199.31.6119.00.001.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$10,776.00
199.31.6119.00.041.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$8,688.00
199.31.6119.00.101.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,207.00
199.11.6129.01.101.9.24	6129 Salaries or Wages for Support Personnel	\$500.00
199.12.6129.00.001.9.24	6129 Salaries or Wages for Support Personnel	\$4,521.00
199.12.6129.00.041.9.24	6129 Salaries or Wages for Support Personnel	\$3,826.00
199.11.6129.00.041.9.24	6129 Salaries or Wages for Support Personnel	\$19,420.00
199.11.6129.00.101.9.24	6129 Salaries or Wages for Support Personnel	\$5,145.00
199.31.6141.00.041.9.24	6141 Social Security/Medicare	\$97.00
199.31.6141.00.101.9.24	6141 Social Security/Medicare	\$634.00
199.11.6141.00.001.9.24	6141 Social Security/Medicare	\$640.00
199.11.6141.00.041.9.24	6141 Social Security/Medicare	\$828.00
199.11.6141.00.101.9.24	6141 Social Security/Medicare	\$1,874.00
199.12.6141.00.001.9.24	6141 Social Security/Medicare	\$66.00
199.12.6141.00.041.9.24	6141 Social Security/Medicare	\$34.00

199.31.6141.00.001.9.24	6141 Social Security/Medicare	\$156.00
199.11.6142.00.001.9.24	6142 Group Health and Life Insurance	\$2,932.00
199.11.6142.00.041.9.24	6142 Group Health and Life Insurance	\$4,493.00
199.11.6142.00.101.9.24	6142 Group Health and Life Insurance	\$5,318.00
199.12.6142.00.001.9.24	6142 Group Health and Life Insurance	\$1.00
199.12.6142.00.041.9.24	6142 Group Health and Life Insurance	\$691.00
199.31.6142.00.001.9.24	6142 Group Health and Life Insurance	\$1.00
199.31.6142.00.041.9.24	6142 Group Health and Life Insurance	\$546.00
199.31.6143.00.101.9.24	6143 Workers' Compensation	\$580.00
199.11.6143.00.001.9.24	6143 Workers' Compensation	\$684.00
199.11.6143.00.041.9.24	6143 Workers' Compensation	\$853.00
199.11.6143.00.101.9.24	6143 Workers' Compensation	\$1,742.00
199.12.6143.00.001.9.24	6143 Workers' Compensation	\$60.00
199.12.6143.00.041.9.24	6143 Workers' Compensation	\$51.00
199.31.6143.00.001.9.24	6143 Workers' Compensation	\$143.00
199.31.6143.00.041.9.24	6143 Workers' Compensation	\$115.00
199.11.6146.00.001.9.24	6146 Teacher Retirement/TRS Care	\$1,349.00
199.11.6146.00.041.9.24	6146 Teacher Retirement/TRS Care	\$1,456.00
199.11.6146.00.101.9.24	6146 Teacher Retirement/TRS Care	\$3,137.00
199.12.6146.00.001.9.24	6146 Teacher Retirement/TRS Care	\$102.00
199.12.6146.00.041.9.24	6146 Teacher Retirement/TRS Care	\$86.00
199.31.6146.00.001.9.24	6146 Teacher Retirement/TRS Care	\$335.00
199.31.6146.00.041.9.24	6146 Teacher Retirement/TRS Care	\$262.00
199.31.6146.00.101.9.24	6146 Teacher Retirement/TRS Care	\$1,146.00
199.11.6149.00.001.9.24	6149 Employee Benefits	\$40.00
199.11.6149.00.041.9.24	6149 Employee Benefits	\$107.00
199.11.6149.00.101.9.24	6149 Employee Benefits	\$194.00
199.12.6149.00.001.9.24	6149 Employee Benefits	\$15.00

199.12.6149.00.041.9.24	6149 Employee Benefits	\$15.00
199.31.6149.00.001.9.24	6149 Employee Benefits	\$12.00
199.31.6149.00.041.9.24	6149 Employee Benefits	\$12.00
6100 Subtotal:		\$369,521.00
6200 Professional and Contracted Services		
199.11.6219.00.101.9.24	6219 Professional Services	\$150.00
199.11.6239.00.101.9.24	6239 ESC Services	\$8,300.00
6200 Subtotal:		\$8,450.00
6300 Supplies and Services		
199.11.6399.00.101.9.24	6399 General Supplies	\$2,600.00
199.11.6399.01.101.9.24	6399 General Supplies	\$2,500.00
6300 Subtotal:		\$5,100.00
6400 Other Operating Costs		
199.11.6411.00.101.9.24	6411 Employee Travel	\$300.00
199.11.6412.00.101.9.24	6412 Student Travel	\$200.00
6400 Subtotal:		\$500.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Rosenberger	First Grade Teacher	Prime Time	.1200
Angela Wood	Library Assistant (HJH)	Media Services	.2500
Angie Duncan	Kindergarten Teacher	Prime Time	.1200
Annie Allen	Third Grade Teacher	Prime Time	.1200
Bethany Berry	Fourth Grade Teacher	Prime Time	.1525
Betsy Page	First Grade Teacher	Prime Time	.1200
Billie Anthony	Seventh Grade English Teacher	Excel	.1486
Bonnie Hill	Second Grade Teacher	Prime Time	.1200
Bonnie Morton	Second Grade Teacher	Prime Time	.1200
Brandy Russell	Second Grade Teacher	Prime Time	.1200
Carol Syverson	Fourth Grade Teacher	Prime Time	.1200
Casey Cody	First Grade Teacher	Prime Time	.1100
Courtney Marek	Kindergarten Teacher	Prime Time	.1200
Darren Mayes	Sixth Grade Social Studies/Eighth Grade	Excel	.1653
Demi Baird	Fifth Grade Teacher	Prime Time	.1200
Dottie Taylor	Second Grade Teacher	Prime Time	.1200
Jennifer Browning	Eighth Grade English Teacher	Excel	.0949
Jenny Frederick	Sixth Grade English/Seventh Grade Readin	Excel	.1288
Jessica Hoffman	Counselor (HES)	Guidance and Counseling	.8000
Jill Jetton	English Teacher (HHS)	Achieve	.1164
Julie Wuthrich	Seventh Grade Math Teacher	Excel	.1384
Kara Hutchins	First Grade Teacher	Prime Time	.1200
Kelley Barnard	Kindergarten Teacher	Prime Time	.1200
Kristy Siegert	Fifth Grade Teacher	Prime Time	.1200

Layai Toney	Fourth Grade Teacher	Prime Time	.1000
Leanne Graves	Third Grade Teacher	Prime Time	.1200
Linda Moffitt	Teaching Assistant	Head Start	.3500
Lindsay Berend	Third Grade Teacher	Prime Time	.1200
Lori Shelby	Third Grade Teacher	Prime Time	.1200
Maci Case	Second Grade Teacher	Prime Time	.1500
Merileigh Johnson	Counselor (HJH)	Guidance and Counseling	.1973
Nicki Holbert	Counselor (HHS)	Guidance and Counseling	.2000
Nicole Childs	Fourth Grade Teacher	Prime Time	.1450
Reesa Blackburn	English Teacher (HHS)	Achieve	.1378
Rochelle Kabisch	Science Teacher (HHS)	Achieve	.1200
Samantha Baird	Eighth Grade Math Teacher	Excel	.1180
Sarah Scribner	Math Interventionist (HES)	Prime Time	.5000
Summer Matthews	Library Assistant (HHS)	Media Services	.2500
Susan Horn	Kindergarten Teacher	Prime Time	.1200
Susan Kaufman	Teaching Assistant	Excel	.5000
Tina Moore	Head Start Teacher	Head Start	1.0000
Traci Scholl	Third Grade Teacher	Prime Time	.1200
Wynn Essler	Math Teacher (HHS)	Achieve	.2931

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A District Improvement Plan is based on a comprehensive needs assessment of the entire district that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Henrietta ISD comprehensive needs assessment was presented to the District Advisory Team on _____ for the 2018-2019 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The DIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the district, administrators (including administrators of programs described in other parts of this title), the local educational agency, the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The district must provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.

2.2: Regular monitoring and revision

The DIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The district must provide the date(s) that the DIP was revised and/or evaluated for the 2018-2019 school year.

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

The DIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Henrietta ISD's district improvement plan is located in the administrator's office and campus media centers at Henrietta High School, Henrietta Junior High School, and Henrietta Elementary School. The district improvement plan is also at the Henrietta ISD Administration Office. HISD's DIP is available at campus advisory team meetings at each campus and at district advisory team meetings. The DIP is also located on the district website www.henrietta-isd.net. Copies are also available upon request at the district's administration office or at each campus.

2.4: Opportunities for all children to meet State standards

Districtwide Reform Strategies that the district will be implementing to address school needs including a description of how such strategies: i. **will** provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards.

The district must indicate the DEP page number(s) and indicate or highlight where opportunities for all children are addressed.

2.5: Increased learning time and well-rounded education

ii. **will** use methods and instructional strategies that strengthen the academic program in the district, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The district must indicate the DIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

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

iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

The district must indicate the DIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Districts **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirement. Parents **shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The district must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The district must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campuses, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify "other").

The district must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").

3.2: Offer flexible number of parent involvement meetings

The district **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

The district must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.

The district must indicate days and times that the Parent and Family Engagement meetings were held and locations.

Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during he school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (specify "other").

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joy Schaffner	Language Science Therapist	Dyslexia	1.0000
Kim Morris	Library Assistant (HES)	Media Services	1.0000
Martha Taylor	Teaching Assistant	Prime Time	1.0000
Pam Payne	Teaching Assistant	Prime Time	1.0000

District Advisory Team

Committee Role	Name	Position
Administrator	Scot Clayton	Assistant Superintendent
Classroom Teacher	Angie Duncan	HES Kindergarten Teacher
Non-classroom Professional	Jessica Hoffman	HES Counselor (non-voting member)
Administrator	Kendra Bennett	HES Principal
Administrator	Kristin Lennon	HES Assistant Principal (non-voting member)
Classroom Teacher	Brandy Russell	HES Second Grade Teacher
Community Representative	Jerri Skelton	HES Community Representative (non parent)
Parent	Trish Bryant	HES Parent Representative
Classroom Teacher	Annie Sims	HJH Math Teacher
Classroom Teacher	Ginnie Gaskey	HJH Science Teacher
Administrator	Terry McCutchen	HJH Principal
Non-classroom Professional	Merileigh Johnson	HJH Counselor (non-voting member)
Parent	John Belcher	HJH Parent
Business Representative	Cindy Dunderley	HHS Business Representative (non parent)
Administrator	David Smith	HHS Assistant Principal (non-voting member)
Administrator	Michael Smiley	HHS Principal
Non-classroom Professional	Nicki Holbert	HHS Counselor (non-voting member)
Community Representative	Scott Cleveland	HHS Community Representative
Classroom Teacher	Jill Jetton	HHS English Teacher
Classroom Teacher	Julia Crain	HHS English Teacher

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211.11.6XXX.XX.101.9.XX	\$137,110.00
1	1	3		211.11.6399.01.101.9.24	\$100.00
Sub-Total					\$137,210.00
Budgeted Fund Source Amount					\$137,210.00
+/- Difference					\$0
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5		255.11.6XXX.XX.101.9.24	\$21,123.00
Sub-Total					\$21,123.00
Budgeted Fund Source Amount					\$21,123.00
+/- Difference					\$0
State Compensatory (HHS)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199.11.61XX.XX.001.9.24	\$57,160.00
1	2	1		199.12.61XX.00.001.9.24	\$4,765.00
3	1	2		199.31.6XXX.00.001.9.24	\$11,423.00
Sub-Total					\$73,348.00
Budgeted Fund Source Amount					\$73,348.00
+/- Difference					\$0
State Compensatory (HJH)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199.11.61XX.XX.041.9.24	\$76,977.00
1	2	1		199.12.61XX.00.041.9.24	\$4,703.00
3	1	2		199.31.6XXX.00.041.9.24	\$9,720.00

					Sub-Total	\$91,400.00
					Budgeted Fund Source Amount	\$91,400.00
					+/- Difference	\$0
State Compensatory (HES)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1		199.11.6XXX.XX.101.9.24	\$157,206.00	
1	2	2		199.11.6399.00.101.9.24	\$2,600.00	
2	2	1		199.11.62XX.00.101.9.24	\$8,450.00	
3	1	2		199.31.6XXX.00.101.9.24	\$47,567.00	
4	1	4		199.11.6XXX.XX.101.9.24	\$2,500.00	
4	1	4		199.11.64XX.00.101.9.24	\$500.00	
					Sub-Total	\$218,823.00
					Budgeted Fund Source Amount	\$218,823.00
					+/- Difference	\$0
					Grand Total	\$541,904.00

Addendums

Acronyms

ACT	American College of Testing	DIP	District Improvement Plan
AP	Advanced Placement classes	DMAC	Data Management for Assessment and Curriculum
ARD	Admission, Review, Dismissal (Special Education)	ELL	English Language Learner
BOY	Beginning Of Year	EOC	End Of Course
CAT	Campus Advisory Team	EOP	Emergency Operating Plan
CIP	Campus Improvement Plan	EOY	End Of Year
CKH	Capturing Kids Hearts	ESC	Education Service Center, Region 9
CNA	Comprehensive Needs Assessment	ESL	English as a Second Language
CTE	Career and Technology Education	ESSA	Every Student Succeeds Act
DAEP	Discipline Alternative Education Program	FTE	Full Time Equivalent
DAT	District Advisory Team	G/T	Gifted and Talented

HB	House Bill	PEIMS	Public Education Information Management Act
HES	Henrietta Elementary School	PFE	Parent Family Engagement
HHS	Henrietta High School	PGP	Personal Graduation Plan
HISD	Henrietta Independent School District	PLC	Professional Learning Community
HJH	Henrietta Junior High School	PTO	Parent Teacher Organization
IDEA	Individuals with Disabilities Education Act	RtI ²	Response to Intervention and Instruction
IEP	Individual Education Plan	SAT	Scholastic Aptitude Test
LEA	Local Education Agency	SB	Senate Bill
LEP	Limited English Proficient	SCE	State Compensatory Education
LPAC	Language Proficient Assessment Committee	SHAC	School Health Advisory Committee
PBMAS	Performance Based Monitoring Analysis System	SSA	Shared Services Arrangement
PD	Professional Development	STAAR	State of Texas Assessments of Academic Readiness System
		SWP	School Wide Program

TAPR	Texas Academic Performance Report	TxEIS	Texas Education Information System
TEA	Texas Education Agency	UIL	University Interscholastic League
TEKS	Texas Essential Knowledge and Skills		
TELPAS	Texas English Language Proficiency Assessment System		
TELPAS	Texas English Language Proficiency Assessment System		
TEXES	Texas Examinations for Educator Standards		
TOPs	Treasuring Our Paraprofessionals		
T-PESS	Texas Principal Evaluation and Support System		
TPRI	Texas Primary Reading Inventory		
T-TESS	Texas Teachers Evaluation and Support System		

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

COMMITTEE

The District's policy and procedures shall establish a District-level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the District, business representatives, and community members.

Education Code 11.251(b), .253(a)

PROFESSIONAL
STAFF

The Board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the District-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff members.

Education Code 11.251(e)

PARENTS

Board policy shall provide procedures for the selection of parents to the District-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

BUSINESS
REPRESENTATIVES
AND COMMUNITY
MEMBERS

Board policy shall provide procedures for the selection of community members and business representatives to serve on the District-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee must include business representatives without regard to whether a representative resides in the District or whether the business the person represents is located in the District.

Community members must reside in the District and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

MEETINGS	The Board shall establish a procedure under which the District-level committee holds regular meetings. The Board or designee shall periodically meet with the District-level committee to review the committee's deliberations. <i>Education Code 11.251(b)</i>
PUBLIC MEETINGS	The District-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual District performance report from TEA for the purpose of discussing the performance of the District and the District performance objectives. <i>Education Code 11.252(e)</i>
COMMUNICATIONS	District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the District-level committee. <i>Education Code 11.252(e)</i>
CONSULTATION	The Superintendent shall regularly consult the District-level committee in the planning, operation, supervision, and evaluation of the District educational program. <i>Education Code 11.252(f)</i>
RESPONSIBILITIES DISTRICT PLAN	<p>The District-level committee shall assist the Superintendent with the annual development, evaluation, and revision of the District improvement plan. <i>Education Code 11.252(a)</i> [See BQ]</p> <p>The District shall use the results from the teaching and learning survey required by Education Code 7.064(a), conducted biennially, to review and revise, as appropriate, the District-level improvement plan, and for other purposes, as appropriate to enhance the District learning environment. <i>Education Code 7.064(e)</i></p>
DROPOUT PREVENTION REVIEW	<p>The District-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:</p> <ol style="list-style-type: none">1. The results of the audit of dropout records;2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;3. The number of students who enter a high school equivalency certificate program and:<ol style="list-style-type: none">a. Do not complete the program,b. Complete the program but do not take the high school equivalency examination, or

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in the District.

The District-level committee shall use the information in developing the District improvement plan.

Education Code 11.255

Note: See BF for information on the committee's role in requesting waivers.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

DISTRICT ADVISORY TEAM	In compliance with Education Code 11.251, the District Advisory Team shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The team shall serve exclusively in an advisory role except that the team shall approve staff development of a Districtwide nature.
CHAIRPERSON	The Superintendent shall be the Board's designee and shall name the chairperson of the team from among the team's members. The Superintendent shall meet with the team periodically.
MEETINGS	The chairperson of the team shall set its agenda and shall schedule at least one meeting per year; additional meetings may be held at the call of the chairperson.
COMMUNICATIONS	<p>The Superintendent or designee shall ensure that the District-level team obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication may include, but are not limited to:</p> <ol style="list-style-type: none">1. Articles regarding the work of the team in District and campus publications or on the District's Web site.2. News releases to the local media regarding the work of the team.3. Periodic reports on the work of the team that may be posted on campus bulletin boards.
COMPOSITION	The team shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.
PROFESSIONAL STAFF	<p>Classroom teacher representatives shall be nominated and elected by classroom teachers assigned to each campus and shall comprise at least two-thirds of the total professional staff representation on the team.</p> <p>At least one campus-based nonteaching professional representative shall be nominated and elected by all professional staff.</p> <p>At least one District-level professional staff member, other than the Superintendent, shall be nominated and elected by the District-level professional staff.</p>
PARENTS	The team shall include at least two parents of students currently enrolled in the District, selected in accordance with administrative

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

	<p>procedures. The Superintendent shall, through various channels, inform all parents of District students about the team's duties and composition and shall solicit volunteers. [See BQA(LEGAL)]</p>
COMMUNITY MEMBERS	<p>The team shall include at least two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.</p>
BUSINESS REPRESENTATIVES	<p>The team shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.</p>
ELECTIONS	<p>An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the team. [See DGA]</p> <p>The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the team shall be held in the fall of each school year at a time determined by the Board or its designee. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.</p>
TERMS	<p>Representatives shall be elected or selected annually and shall be limited to two consecutive terms on the team.</p>
VACANCY	<p>If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.</p>
OTHER ADVISORY GROUPS	<p>The existence of the District-level team shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.</p>

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*