

Celina Independent School District
District Improvement Plan
2021-2022

Mission Statement

The mission of Celina ISD, the destination district, is to provide a safe, caring, and collaborative learning environment for all students.

Motto

Paving the way for the future

Vision

Shaping the future by providing an educational model of innovation & excellence

Value Statement

Inspiring students and empowering minds

Excellence in all we do

Our traditions while embracing the future

Faith, family, & relationships

Respect, loyalty, & integrity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on CISD Fall 2019 submission

Student Demographic Information:

American Indian/Alaskan:	28 students	.99% of the student population
Asian:	25 students	.88% of the student population
Black/African American:	95 students	3.36% of the student population
Hispanic/Latino:	681 students	24.06% of the student population
White:	1,878 students	66.34% of the student population
Two or more:	124 students	4.38% of the student population

LEP:	182 students	6.43% of the student population
ESL:	73 students	2.58% of the student population
Bilingual:	110 students	3.89% of the student population
Immigrant:	20 students	0.71% of the student population
Economic Disadvantaged:	605 students	21.37% of the student population
Military connected:	63 students	2.23% of the student population
Dyslexia:	124 students	4.38% of the student population
Homeless:	17 students	0.60% of the student population
At Risk:	820 students	28.97% of the student population
Special education:	295 students	10.42% of the student population

 Staff and faculty based on our 2018-2019 TAPR report

	District ct.	%.	State ct.	%
Professional Staff:	220.0	62.6%	461,380.1	64.1%
Teachers	176.1	50.1%	358,450.1	49.8%
Professional Support	24.0	6.8%	72,848.5	10.1%
Campus Administration (School Leadership)	11.9	3.4%	21,812.7	3.0%
Central Administration	8.0	2.3%	8,268.8	1.1%
Educational Aides:	36.0	10.2%	74,292.4	10.3%
Auxiliary Staff:	95.6	27.2%	183,830.1	25.5%

District ct. %. State ct. %

	District ct.	%.	State ct.	%
Teachers by Highest Degree Held:	0.0	0.0%	4,932.1	1.4%
No Degree				
Bachelors	138.9	78.8%	263,991.5	73.6%
Masters	36.2	20.6%	87,059.6	24.3%
Doctorate	1.0	0.6%	2,466.8	0.7%

District ct. %. State ct. %

	District ct.	%.	State ct.	%
Teachers by Years of Experience:	2.0	1.1%	24,953.3	7.0%
Beginning Teachers				
1-5 Years Experience	34.0	19.3%	103,762.4	28.9%
6-10 Years Experience	46.7	26.5%	68,136.0	19.0%
11-20 Years Experience	61.3	34.8%	105,158.7	29.3%
Over 20 Years Experience	32.1	18.2%	56,439.7	15.7%

The district grew from 2718 to 2831 students between the Fall PEIMS submissions in 2018 and 2019. During the same time, the student at risk population decreased from 32.1% to 28.97%. Additionally, our special education population increased from 9.01% to 10.42%.

Demographics Strengths

Celina ISD teaching staff has more longevity in the teaching profession with the teaching experience for the majority of our staff higher than the state average. There are several teachers with over 20 years experience.

All teachers have maintained GT endorsement. Most core teachers PK-5 have received ESL supplemental certification. All ELAR teacher K-12 have received ESL supplemental certification.

Last year, CISD had a 12% teacher turnover rate, which is 5% lower than the state average. CISD teachers tend to stay with CISD, which provides stability in the instructional program of the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.

Problem Statement 2 (Prioritized): For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.

Student Learning

Student Learning Summary

Data pulled from 18-19 TAPR:

- Celina exceeds both state and regional scores in all assessments with the exception of 4th grade mathematics, 4th grade writing, and 8th grade math at the masters (Commended) level.
- As noted in the demographic section, there is a gap in scores between the district average and the Hispanic, Bilingual and ELL, and Sped populations on most state assessments.
- CISD performed low with the performance of the economically disadvantaged population scoring significantly less than our "all-student" population.
- CISD is in process of an Equity Audit based on the progress indicators for our African American student population. For two of the past three years, there has been a discrepancy of 10 or more points between our African American student population and our white student population on the progress indicator for the district.

Student Learning Strengths

Student Achievement Strengths:

- Celina ISD scored above both state and regional data in all but two categories.
- Celina ISD has maintained an "A" rating. We have also met requirements for Special Education determination status.
- CISD has met requirements for the 2019 ASVAB Career Exploration assessment.
- While the discrepancy mentioned above between our African American student population and our white student population is present, the intervention we have been providing for our at-risk student populations has been effective. This is evident in that our low socio-economic and Hispanic student populations are not indicated in the student progress measure of the data and Equity Audit.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some student populations struggle to perform and/or grow at the same pace as our overall student population. **Root Cause:** Interventions were focused on at-risk student populations in general.

District Processes & Programs

District Processes & Programs Summary

Celina ISD partners with Region 10 in using the Teacher Job Network as a means to create a pool of qualified educators. Principals are able to access this pool to fill positions as is needed on each campus. Our Human Resources (HR) office supports campus administration with student counts and faculty-need projections for each upcoming school year. HR also provides the procedures and processes for interviewing and recommending candidates for hire.

Annually, CISD's HR and business offices, with input from the district's demographer, provide projections on student population and educator needs for the upcoming school year. Also annually, the district strives to provide pay increases as a means to remain competitive with surrounding districts and encourage educator retention.

In order to improve educator self-efficacy and to build capacity within each educator, CISD provides quality professional development opportunities through Solution Tree for PLC, the Buck Institute for PLBs, the Momentous Institute, and OpportUnity with multiple presenters who are thought leaders in the field of education.

District Processes & Programs Strengths

PLCs are a priority for the district, which increases teacher efficacy, student intervention, and consequently, student learning.

With the increased focus on instructional technology and support we have provided teachers for the use of instructional technology, we are able to provide more dynamic and engaging lessons. Student access to technology is one-to-one at the secondary level, and we have increased the technology hardware-to-student ratio at the elementary levels.

With the addition of the Director of Special Services position, the district is able to provide additional support for campus leadership in the areas of data analysis, intervention planning, and special populations.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. **Root Cause:** Our educator population percentages do not reflect our student population percentages.

Perceptions

Perceptions Summary

District Culture and Climate Summary

- Celina ISD maintains a strong district culture and climate, as noted in the annual district culture surveys.

Perceptions Strengths

- All schools except CHS, utilize PBIS to maintain positive interaction between students.
- PBIS, Bobcat Heart in the elementary schools, and PAWS in the Junior High are used to create a positive environment and teach appropriate conduct.
- Monthly character traits are taught by campus counselors to promote leadership and positive culture in schools below high school.
- These positive characteristics are celebrated at each campus through quarterly recognitions and awards at the elementary campuses.
- The characteristics are celebrated through daily incentives, principal's 100, and end-of-the-year awards at the junior high.
- Student access to technology.
- Parents feel CISD provides a safe environment for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district. **Root Cause:** Our district does not have a common or district-wide communication system in place.

Priority Problem Statements

Problem Statement 1: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some student populations struggle to perform and/or grow at the same pace as our overall student population.

Root Cause 3: Interventions were focused on at-risk student populations in general.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district.

Root Cause 4: Our district does not have a common or district-wide communication system in place.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures.

Root Cause 5: Our educator population percentages do not reflect our student population percentages.

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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






Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities





Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 1: Enhance all systems and processes to ensure student and staff safety and foster a civil, collaborative culture.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work proactively with District and City Police to ensure the physical safety and security of all students, staff, and district facilities.</p> <p>Strategy's Expected Result/Impact: Improved physical and psychological safety of all students, staff, and visitors.</p> <p>Staff Responsible for Monitoring: District and campus administration, District Police, School Resource Officers.</p> <p>Funding Sources: - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize MTSS/PBIS systems and processes to train and support all staff for managing positive student outcomes.</p> <p>Strategy's Expected Result/Impact: Improved student engagement and success. Safe, civil, and collaborative school climate.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, Special Education and 504 administration.</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> <p>Funding Sources: - State Compensatory Pic 24, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Threat Assessment and Safe and Supportive School Teams on each campus to provide trauma-informed/resilience-focused care to include Policy FFH (LOCAL) regarding student welfare, freedom from discrimination, harassment, and retaliation, and the prevention of sex trafficking.</p> <p>Strategy's Expected Result/Impact: Improved physical and psychological safety of all students, staff, and visitors.</p> <p>Staff Responsible for Monitoring: District and campus administration, District Police, School Resource Officers, school counselors, Special Education and 504 administration.</p> <p>Funding Sources: - Title IV, - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 2: Expand collaboration opportunities for the community, all families, and all staff to be involved in the culture of our schools and to participate in the decision-making process for the future success of our district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Support campus parent and family engagement by promoting scheduled opportunities and utilizing parent volunteers in district and campus initiatives such as Bobcat Council, SHAC, Watch Dog Dads, Principal and Counselor coffee/teas, Meet the Teacher, Open House, new parent meetings, college and career nights, etc. We will ensure communication materials are translated to include non-English speaking parents in community engagement activities.</p> <p>Strategy's Expected Result/Impact: Increased community involvement.</p> <p>Staff Responsible for Monitoring: Strategic Relations Coordinator, district and campus administration.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - Title IV, - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand opportunities for all stakeholders to have a voice in the decisions for which they are directly impacted.</p> <p>Strategy's Expected Result/Impact: Clarity and support for student success and district improvement. Increased involvement. Streamlined systems and processes.</p> <p>Staff Responsible for Monitoring: District and campus administration.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet the fast growing needs of our student population by anticipating and preparing for enrollment gains (including academic, extra-curricular, social-emotional, custodial, transportation, student nutrition, facilities).</p> <p>Strategy's Expected Result/Impact: Clarity and support for student success and district improvement. Increased involvement. Streamlined systems and processes.</p> <p>Staff Responsible for Monitoring: District and campus administration.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.





Strategic Objective 3: Support students and staff through mentoring, social-emotional supports, and the CISD guidance program.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a proactive district-wide system of support for social and emotional learning to complement the District comprehensive school counseling program.</p> <p>Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Improved student success.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, special programs staff, School Resource Officers.</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance CISD's district-wide emergency response protocols to include grief support.</p> <p>Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Improved student success.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, special programs supports, School Resource Officers.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - Title IV</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize campus and district organizations to support positive peer relationships, including Partner P.E., Student Ambassadors, AVID, Special Olympics, student leadership, etc.</p> <p>Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Increased student participation in leadership opportunities. Improved student success.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, special programs staff, School Resource Officers, AVID Campus Coordinators.</p> <p>Funding Sources: - 255--Title II, - 199 -- CISD</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: CISD will continuously provide and support effective teaching in every classroom.






Strategic Objective 1: Recruit, develop, and retain high quality educators dedicated to continuous improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train campus and district leaders to support effective instructional coaching and leadership. Strategy's Expected Result/Impact: Build and enhance instructional leadership capacity and improve instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: - 199 -- CISD, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with Region 10 to research the Texas Lesson Study model to develop a district-wide common language for instruction. Strategy's Expected Result/Impact: Develop a district-wide common language for instruction. Develop norms and procedures for effective PLCs. Foster and nurture a district-wide commitment to continuous improvement for instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Funding Sources: PLC training - 255--Title II - \$12,000, PLC training - 211-Title I - \$5,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand opportunities for peer mentorship through classroom walkthroughs and teacher rounds. Strategy's Expected Result/Impact: Systematize a district-wide common language for instruction. Systematize a district-wide commitment to continuous improvement for instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Equity Plan Funding Sources: - 199 -- CISD, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Expand opportunities to recognize staff for effective teaching and for supporting effective teaching in every classroom.</p> <p>Strategy's Expected Result/Impact: Incentivize and celebrate growth and continuous improvement.</p> <p>Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors and all staff.</p> <p>Funding Sources: - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize AVID WICOR framework and strategies to continuously expand campus-wide commitment to college and career readiness.</p> <p>Strategy's Expected Result/Impact: Systematize a district-wide commitment to continuous improvement for instructional design, planning, and delivery through the use of AVID WICOR strategies. Systematize a district-wide commitment to a next-level and college/career-ready culture.</p> <p>Staff Responsible for Monitoring: AVID District Director, AVID Campus Coordinators, AVID site teams, district/campus administration.</p> <p>Funding Sources: - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Work with Digital Learning Specialists and Instructional Coaches to clarify the role of coaching in effective PLCs.</p> <p>Strategy's Expected Result/Impact: Continuous improvement in teacher support and coaching. Improved instructional design, planning, and delivery.</p> <p>Staff Responsible for Monitoring: C&I administration, district/campus administration, instructional/digital coaches.</p> <p>Funding Sources: - 199 -- CISD, - 255--Title II</p>	Formative			Summative
	Sept	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 1: Foster and nurture a district-wide common language for instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Limit the number of new initiates, prioritizing those related to articulating and providing professional development for our district-wide model of instruction.</p> <p>Strategy's Expected Result/Impact: Clarity for teacher training and support. Increased student success.</p> <p>Staff Responsible for Monitoring: District and campus leadership, department heads, team leads, instructional/digital coaches.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 2: Foster and nurture a culture that supports and enhances college and career readiness for all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize CCMR and CTE data and programming to monitor student next-level preparation and readiness. Strategy's Expected Result/Impact: Enhanced next-level mindset in students and expanded exploration of college, career, and military opportunities. Staff Responsible for Monitoring: CTE Director, district/campus administration, school counselors, CTE teachers.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand opportunities for all students to explore internships and apprenticeships. Strategy's Expected Result/Impact: Enhanced next-level mindset in students and expanded opportunities for career exploration. Staff Responsible for Monitoring: CTE Director, district/campus administration.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance and expand partnerships with colleges/universities, businesses, Chamber of Commerce, etc. Strategy's Expected Result/Impact: Support for expanded student opportunities. Enhanced next-level mindset in students and expanded opportunities for college and career exploration. Staff Responsible for Monitoring: CTE Director, District Strategic Relations Coordinator, district/campus administration, school counselors.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 3: Ensure all students have opportunities to participate and be successful in advanced academic course offerings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase enrollment and percent enrolled in advanced courses while also increasing passing/success percentages.</p> <p>Strategy's Expected Result/Impact: Increased participation. Increased success/pass rate.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, advanced placement teachers.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and advance AVID school-wide efforts to increase participation in advanced courses, to improve instruction, and to nurture a school-wide college and career-ready culture.</p> <p>Strategy's Expected Result/Impact: Implementation and increased enrollment in AVID elective classes. Improved instruction through WICOR strategies. Improved next-level mindset in students.</p> <p>Staff Responsible for Monitoring: AVID District Director, AVID Campus Coordinators, AVID site team members, district and campus administration.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand opportunities for students to compete at advanced levels in academic programming and competitions.</p> <p>Strategy's Expected Result/Impact: Increased participation. Increased success/pass rate.</p> <p>Staff Responsible for Monitoring: District and campus administration, school counselors, all staff.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Funding Summary

199 -- CISD					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	6			\$0.00
Sub-Total					\$0.00
255--Title II					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	2	PLC training		\$12,000.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
Sub-Total					\$12,000.00
211-Title I					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PLC training		\$5,000.00
Sub-Total					\$5,000.00

Title IV					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
State Compensatory Pic 24					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$17,000.00

Addendums

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Harassment

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

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

Prohibited harassment includes dating violence as defined by this policy.

Examples

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

Sexual Harassment

By an Employee

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

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

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

By Others

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

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

Reporting Procedures

Student Report

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

Employee Report

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the
Investigation**

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of
Outcome*

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

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

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

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

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

Access to Policy and Procedures

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

Job Title: Chief of Police*

Exemption Status/Test: Exempt/Executive**

Reports to: Superintendent

Funding Source:

Dept./School: Police Department

Primary Purpose:

Direct and manage district police department. Coordinate daily operations of department to provide safe environment for students and staff. Ensure enforcement of all federal, state, and local laws and ordinances.

Qualifications:

Education/Certification:

Texas Peace Officer license issued by Texas Commission on Law Enforcement (TCOLE)
Clear and valid Texas driver's license

Special Knowledge/Skills:

Knowledge of overall operations of a police department
Knowledge of criminal investigations, police report writing, and criminal law
Ability to manage budget and personnel
Training and ability to subdue offenders, including use of firearms and handcuffs
Bondable as required by Texas Education Code §37.081(h)
Strong public relations, organizational, communication, and interpersonal skills

Experience:

___ years law enforcement experience in supervisory or command capacity

Major Responsibilities and Duties:

Department Management

1. Direct the daily operations of the district police department to ensure effective law enforcement.
2. Coordinate enforcement activities with other department directors and campus principals and work cooperatively to develop and implement preventative security programs, gang management plans, and other safety programs.
3. Investigate and make recommendations on all complaints and accusations made against district police officers or staff.

Law Enforcement

4. Ensure enforcement of all laws and ordinances within the scope of board policy and the jurisdiction of district.

5. Oversee investigation of criminal activities that occur within the district's jurisdiction and support other agencies conducting investigations.
6. Serve as district liaison to state and local law enforcement agencies and juvenile authorities and represent the district on assigned committees and task forces.

Safety

7. Develop department safety procedures including procedures for safe handling and use of firearms.

Personnel Management

8. Select, train, supervise, and evaluate staff and make sound recommendations relative to assignment, retention, discipline, and dismissal.
9. Evaluate job performance of employees to ensure effectiveness.
10. Prepare, review, and revise police department job descriptions.

Administration

11. Maintain property room for storage of weapons and contraband confiscated on district property.
12. Compile and administer department budget based on documented needs and ensure that operations are cost-effective and funds are managed wisely.
13. Compile, maintain, and file all reports, records, and other documents required.

Supervisory Responsibilities:

Supervise, evaluate, and recommend the hiring and firing of police officers, security guards, and department clerical staff.**

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: District vehicle, firearm, handcuffs, alarm system, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding and use of mouse; frequent driving

Lifting: Moderate lifting and carrying (less than 15 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather). Frequent districtwide travel

Other: Specific hearing and visual requirements. May be subject to adverse and hazardous working conditions, including violent and armed confrontations. Ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously.

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

**Districts employing police officers must have adopted policies CKE (Legal) and DEB (Legal). The district must also have a memorandum of understanding that outlines reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.*

***To meet the executive exemption test, the primary duty must be management **and** the employee must supervise at least two full-time employees.*

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Reviewed by _____ Date _____

Job Title: Police Officer*

Exemption Status/Test: Nonexempt

Reports to: Chief of Police

Funding Source:

Dept./School: Assigned Campus(es)

Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Qualifications:

Education/Certification:

High school diploma or GED

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE)

Clear and valid Texas driver's license

Special Knowledge/Skills:

General knowledge of criminal investigation, police report writing, and criminal laws

Training and ability to subdue offenders, including use of firearms and handcuffs

Bonded as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

Experience:

Background in law enforcement or related work experience

Major Responsibilities and Duties:

Law Enforcement

1. Patrol assigned campus(es) and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate criminal offenses that occur within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.
7. Testify in court as needed.

Consultation

- 8. Work cooperatively with other police agencies to share information and provide other assistance.

Safety

- 9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
- 10. Provide protection to or escort district personnel as needed.
- 11. Operate all equipment including firearms according to established safety procedures.

Administration

- 12. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

**Districts employing police officers must have adopted policies CKE (Legal) and DEB (Legal). The district must also have a memorandum of understanding that outlines reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.*

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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