

Monahans-Wickett-Pyote Independent School District
Cullender Kindergarten
2017-2018 Campus Improvement Plan



Mission Statement

We will
work together,
play together,
and learn together
to create the leaders of tomorrow.

Vision

We believe that EVERY child can succeed in reaching his or her academic goals to become a responsible and hard working citizen.

Cullender Kindergarten Motto

Leadership Starts Here

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Texas Education Agency's 2015-2016 Texas Academic Performance Report (TAPR) for George Cullender Kindergarten reveals an enrollment of 239 students. The following enrollment breakdown is reported: Early Childhood Education - 19 students, Pre-Kindergarten - 58 students, and Kindergarten - 213 students. This is an decrease in students from the previous year. Cullender Kindergarten is comprised of the following ethnic distribution: 56.3% Hispanic, 38.8% White, 2.5% African American, 0% American Indian, 0% Asian and 2.5% of two or more races. Among these students, 50.4% are identified as At-Risk, 17.9% English Language Learners (ELL), and 52.9% Economically Disadvantaged. Students enrolled in the Special Education Program total 7.1%.

Teacher demographics are reported as 20.9% Hispanic, and 79.1% White. The average number of years experience for teachers is 11.1 years.

The report revealed a retention rate of 6.9%. Average class size at Cullender is 17.3 students.

Demographics Strengths

The ethnic demographics reveal a diverse student population.

Average class size was below the state requirement of 22-1.

Student Achievement

Student Achievement Summary

Cullender Kindergarten students utilize the IStation Reading Program a minimum of 90 minutes per week. In addition, classroom teachers implement 30 minutes daily for RTI time for Tier 3 student intervention, and 30 minute RTI time for Tier 1 & 2 students for enrichment.

Cullender benefits from full day interventionist who worked with approximately 30 Tier 3 students in small group instruction to support their individual needs.

Student attendance has increased from the previous year. Attendance incentives and rewards will continue as an ongoing effort to boost student achievement.

Student Achievement Strengths

Daily classroom intervention and enrichment for all students.

Full time reading interventionist on campus to provide individualized, small group instruction daily.

Student utilization of Thinking Maps guide learning as well as impacting rigor and student success.

School Culture and Climate

School Culture and Climate Summary

Students and staff of Cullender Kindergarten feel safe, valued, and respected. This campus promotes a positive learning environment for employees and students where all feel safe taking risks and demonstrating individuality. Student safety is a number one priority at Cullender. Continued improvement to the building and grounds help provide adequate space for necessary learning environments and improved learning conditions.

School Culture and Climate Strengths

- Safe environment
- Promotion of life-long learning
- Dedicated staff
- Attractive facility that is conducive to learning

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Like the district, Cullender Kindergarten experienced a large turnover in staff this year. Increased efforts will be placed on professional development for new teachers, retention of quality staff, and recruitment of highly qualified general education and bilingual education teachers. Staffing is very difficult as there are very few or no qualified applicants for the posted positions.

Staff Quality, Recruitment, and Retention Strengths

- Full Day Interventionist
- 2 Certified Bilingual Teachers
- Certified Special Education Teacher
- Certified PE teacher (male)
- Dedicated support staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cullender Kindergarten addresses TEKS (Texas Essential Knowledge and Skills) using a focused curriculum. Resources utilized to support curriculum, instruction, and assessment include state adopted materials such as Texas Treasures Reading series, Saxon Phonics, and Houghton Mifflin Mathematics. Additionally, the TEKS Resource System vertical alignment documents, instructional focus documents, and year at a glance documents serve to guide facilitation of the curriculum, ensure vertical alignment across the district, and provide a scope and sequence for instruction. Programs used to support curriculum and instruction at Cullender include the computer-based IStation Reading program, Promethean Planet Active Inspire Meeting Board for Math, and the Six Traits Character Development Series, A-Z Learning, ABC Mouse.com & The Leader in Me. Thinking Maps are introduced at Cullender and provide students and teachers tools for identifying thought processes, organizing thoughts and information and move learning to a higher cognitive level. Both formative and summative assessment measures are used to guide instruction and measure student progress. A daily intervention & enrichment time is built into the daily schedule for each and every classroom. Additionally, Cullender students have access to a full-time interventionist to provide individualized, strategic intervention for struggling students.

Pre-K curriculum and instruction is driven by state standards to effectively provide students with the social and academic skills needed for kindergarten. Resources used include Saxon Early Learning, Frog Street Press Texas Pre-K System, and teacher created materials.

Curriculum, Instruction, and Assessment Strengths

- IStation Reading Program 30 minutes, 5 days per week for every student for individualized instruction and reading assessment
- Daily classroom intervention & enrichment
- Full-time campus interventionist to provide additional intervention beyond the classroom for struggling students
- Thinking Maps are introduced and used to increase comprehension of concepts and levels of cognition
- **Utilization of word walls and introduction to interactive writing**

Family and Community Involvement

Family and Community Involvement Summary

Family and Community involvement in the educational efforts of Cullender Kindergarten are crucial to student success. Cullender welcomes parent volunteers, visitors, and community members to be an active part of the lives of our students. Efforts to involve families and community members include classroom volunteers, the Little Lobo Club PTA, Bookfair, Donuts with parents day, Fiddlesticks Fieldtrip, Pumpkin Patch fieldtrip, Fall Festival, Thanksgiving Meal, Seasonal programs, and Graduation exercises. Additional community involvement is achieved through the Food 2 Kids program, Hand washing and Healthy Tips from the Agricultural Extension Agent, High School PALS, Lobo and Cheerleaders, Volleyball and Football team visits, and a partnership with the Monahans Chamber of Commerce.

Family and Community Involvement Strengths

- Parental involvement opportunities and support
- Community support
- Partnerships and resources from local agencies

School Context and Organization

School Context and Organization Summary

Cullender Kindergarten follows the district lead with a collaborative approach for context and organization. The faculty is comprised of ten support staff members; four cafeteria workers, two custodians, and eight instructional aides, one special education teacher, two bilingual teachers, ten general education teachers, one interventionist, a school nurse, a counselor, one school secretary, one attendance clerk, and the principal. These individuals strive to work together to provide the best educational environment possible for the students of Cullender Kindergarten. Organization and communication is achieved through a thoughtful scheduling process, ongoing collaboration and planning, and utilization of technological resources. The decision making process is collaborative and is based on the work of campus teams. A comprehensive needs assessment is used to develop appropriate campus goals that support the goals of the district.

School Context and Organization Strengths

- Collaboration of faculty
- Campus Teams
- Open communication
- Team planning

Technology

Technology Summary

Cullender Kindergarten is constantly striving to make technological advances to support teaching efforts and learning opportunities. Each classroom is equipped with Internet access, Promethean Boards, and listening centers. A Computer Lab is available for use by all classes daily. Teachers have access to a digital camera. Professional Development opportunities are available to support teachers in technological advances. The fast pace of technology requires frequent updates to maximize benefits. The computers in our lab were replaced with refurbished units this summer and updated Internet access is being installed. We are grateful for these assets but we still need computer lab furniture and more classroom computers and/or tablets for student use.

Technology Strengths

- Promethean Boards and Listening Centers in classrooms
- Computer Lab access daily
- Web-based learning opportunities for teachers and students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Other additional data

Goals







Goal 1: Based on accountability ratings determined by the Texas Education Agency, Cullender Kindergarten will improve to the next level of ratings for the 2017-2018 school year.

Performance Objective 1: All student populations will meet and/or exceed the state adopted mastery levels on all sections of state assessments.

Evaluation Data Source(s) 1: Cullender Kindergarten will meet all federal and state standards for the 2017-2018 school year.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>1) Professional Development will be provided to staff in methods of innovative delivery of the TEKS, including but not limited to: TRS conference, TCEA, Title I Parental Involvement, Lead4Ward, Title III Symposium, TABE, Thinking Maps, Promethean Board, Class Dojo, trainings and/or conferences, Guided Reading Framework training.</p> | 1, 2, 3, 4, 6, 8, 9, 10 | Superintendent, Assistant Superintendent, Special Programs Director, Principal, Teachers, Region 18 Personnel | PD attendance sign-in sheets & certificates, T-TESS data | | | | |
| Funding Sources: 211-6200 - Title I - Contract Services - 3600.00, 255-6200 - Title II - Contract Services - 5678.00, 211-6400 - Title I - Travel and Fees - 200.00, 255-6400 - Title II - Travel and Fees - 791.00, 263-6400 - Title III - Travel and Fees - 600.00, 289-6200 - Title IV - Contracted Services - 1500.00 | | | | | | | |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) State certified teaching and administrative staffs will be employed to deliver the TEKS curriculum with emphasis on reading, math, science, social studies and technology.</p> | 1, 2, 3, 8, 10 | Superintendent, Principal, Assistant Superintendent, Special Programs Director | Maintenance of state certificate for all professional educators and administrators. | | | | |
| Problem Statements: Student Academic Achievement 1 Funding Sources: 211-6100 - Title I - Salaries - 69863.00, 199-6100 - SCE - Salaries - 241895.68, 225-6100 - ARRA - Salaries - 6471.00 | | | | | | | |

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| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Innovative curriculum programs,resources and tracking systems will be used to build the foundation for academic success: Fundamental 5, I-Stations, Frog Street, DRA, Thinking Maps, Scholastic News, Balanced Literacy, Learning A-Z, Dibels, Sheltered Instruction, Go Math, Thing Central, Kaplan, Saxon Phonics/Spelling, 6 Traits of Writing, Amplify, TEKS Resource Management System, Lead4Ward, and T-TESS.</p> | 1, 2, 8, 9, 10 | Superintendent, Special Programs Director, Principal, Teachers | Monthly ISIP reports, PLC, Curriculum Mapping, SST meetings, Annual CNA, Classroom Walk-Throughs | | | | | |
| <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211-6300 - Title I - Supplies and Materials - 4000.00, 255-6300 - Title II - Supplies and Materials - 3523.00, 263-6300 - Title III - Supplies and Materials - 3086.00, 199-6300 - SCE - Supplies and Materials - 270.00, 199-6200 - SCE - Contract Services - 1500.00</p> | | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) A balanced literacy framework will be implemented throughout the district using the following elements: guided reading groups, interactive read-a-louds, literacy activity centers, and leveled learning interventions.</p> | 1, 2, 3, 4, 8, 10 | Superintendent, Academic Coaches, Special Programs Director, Principal, Teachers, Fountas/Pinell Representative | Documentation for literacy walks completed at least once a month, sign in sheets from professional development determined by literacy walks | | | | | |
| <p>Funding Sources: 255-6200 - Title II - Contract Services - 5678.00</p> | | | | | | | | |
| <p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>5) Comprehensive Academic Guidelines Manual will be developed and distributed to all employees concerning district non-negotiables, required minutes of instruction per core subject, and operating procedures for all special programs.</p> | 1, 2, 5 | Superintendent Campus Administrators Director of Special Programs SPED Director Director of School Support Services | Completion of Comprehensive Academic Guidelines Manual | | | | | |
| <p>Problem Statements: Student Academic Achievement 1</p> | | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | | |

Performance Objective 1 Problem Statements:

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| Student Academic Achievement |
| Problem Statement 1: STAAR reading scores are below state average at 70%. Root Cause 1: Cullender does not have an aligned reading program. |

Goal 2: Cullender Kindergarten will identify students who meet the requirements for special populations and provide programs and services to address their educational, social and emotional needs.

Performance Objective 1: Special needs students (At-Risk, SPED, ELL, Gifted/Talented, Dyslexic, Behavioral, Homeless, Section 504 and Migrant) will be identified throughout the year, following state and federally mandated time lines, and will be provided inappropriate programs.

Evaluation Data Source(s) 1: Cullender Kindergarten will meet all federal and state standards for the 2017-2018 school year.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Specially designed curriculum & scientifically research-based instruction will be provided for students in special populations through: Enrichment and Intervention RtI; I-Stations; TEKS based; Curriculum; Thinking Maps; Workshops; Scholastic News, Learning A-Z, Sheltered Instruction, Lead4ward, 6 Traits of Writing, Amplify, Saxon Phonics/Spelling, Balanced Literacy Framework-Guided Reading, Fundamental 5 and Summer School.</p> | 1, 2, 3, 8, 9, 10 | Principal Counselor Cullender Faculty and Staff | Comparative studies of results from students of special populations will be analyzed from the beginning of the year to the end of the year. | | | | |
| <p>Funding Sources: 211-6300 - Title I - Supplies and Materials - 400.00, 255-6300 - Title II - Supplies and Materials - 3523.00, 263-6300 - Title III - Supplies and Materials - 3086.00, 289-6300 - Title IV - Supplies - 100.00, 224-6100 - ARRA - Salaries - 143758.00</p> | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) The Counselor will provide guidance for the following: Suicide Prevention; Violence Prevention; Drug & Alcohol Awareness; Conflict Resolution; Bullying; Character Education; Food 2 Kids; and Seven Habits of Happy Kids.</p> | 1, 2, 8, 9, 10 | Counselor, Teachers, Principal | Documentation of offered programs and students served, Counselor records, AEIS data | | | | |
| <p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199-6100 - SCE - Salaries - 7615.00</p> | | | | | | | |

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| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Student Support Teams will continue to monitor student referrals. Each team will be involved in program identification for special education, 504, dyslexia tendencies, counseling, and other individual accommodations and programs as needed. Cullender Kindergarten SST will also address interventions for struggling students.</p> | 1, 2, 8, 9, 10 | Support Teams Principal Counselor SST Team | Analysis of intervention strategies and processes Analysis of SST agendas and minutes | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Appropriate assessment for individual identification into special programs will follow state and federally mandated time lines.</p> | 1, 2, 8, 9, 10 | Superintendent, Special Programs Director, Principal, Counselor, SPED Director, PEIMS Coordinator | Documentation obtained through the use of campus-generated forms addressing all special populations' testing and accommodations | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Inclusion and co-teaching models will be implemented in order to move SPED students into least restrictive environments and inclusive setting.</p> | 1, 2, 3, 8, 9, 10 | Principal, Counselor, Secretary, SPED Teachers | Schedules checked for least restrictive environments, PEIMS data reviewed | | | | |
| Problem Statements: Student Academic Achievement 1, 1 Funding Sources: 199-6100-23 - SPED Salaries - 143758.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>6) 504 procedures and referral process will provide appropriate services for identified students.</p> | 1, 2, 8, 9, 10 | Campus 504 Committee District 504 Coordinator Administrators Special Programs Director | Review of 504 student folders | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Trained reading interventionist will provide Dibels for struggling readers. Researched based reading strategies will be used for instruction.</p> | 1, 2, 3, 8, 9, 10 | Principal Reading Interventionist | Individual student reading data Documentation of reading interventionist | | | | |
| Problem Statements: Student Academic Achievement 1 Funding Sources: 211-6100 - Title I - Salaries - 69863.00 | | | | | | | |

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| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) Cullender Kindergarten will be compliant with all federal and state initiatives including: Safe & Drug Free Schools; Compensatory Education, Special Education, Bilingual Education; Title I School-wide Components; 504, Dyslexia and Gifted and Talented.</p> | 1, 2, 8, 10 | Superintendent, Special Programs Director, Principal | Campus reports/results for each special population group includes: --I-Stations Data --TAPR Data --Report Cards --OLPT Tests --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia --Review of campus plans for compliance --PBMAS Data --DMAC DATA--Federal Data- | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>9) Cullender Kindergarten will provide a viable, sequential, aligned curriculum through the provision of TEKS Resource Management System and the PreK guidelines.</p> | 1, 2, 7, 8, 9, 10 | Principal, Teachers | Evidence of an aligned curriculum Lesson plans review Principal observations | | | | |
| Problem Statements: Student Academic Achievement 1 Funding Sources: 211-6200 - Title I - Contract Services - 2100.00 | | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>10) Summer school will be provided to meet the needs of identified struggling students, and Kindergarten/Pre-K bilingual students.</p> | 1, 2, 3, 8, 9, 10 | Superintendent, Special Programs Director, Principal | Summer School Grades and Attendance Records | | | | |
| Problem Statements: Student Academic Achievement 1 Funding Sources: 199-6100 - SCE - Salaries - 15000.00 | | | | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) TELPAS raters will be trained to meet state specifications. to assist LEP students in meeting PBMAS</p> | 1, 3, 4, 10 | Superintendent, Special Programs Director, Principal, Teachers | Sign in sheets, certificates | | | | |
| Funding Sources: 263-6300 - Title III - Supplies and Materials - 3086.00, 263-6400 - Title III - Travel and Fees - 600.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>12) Update ELPS training for bilingual teachers employed at Cullender.</p> | 1, 3, 4, 10 | director of special programs, bilingual teachers and paraprofessionals serving bilingual classroom | Sign-in sheets from professional development training | | | | |
| Problem Statements: Student Academic Achievement 1 Funding Sources: 263-6400 - Title III - Travel and Fees - 600.00 | | | | | | | |

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|---|--|--|--|--|--|--|--|
| Critical Success Factors CSF 6 13) Training will be provided for Texas Behavior Support Initiative (TBSI), as required by SB 1196, to general education and special education teachers who work with students with disabilities. | 4 | Superintendent, Special education director, special education teacher and special education paraprofessionals, principal | Agenda and Sign-In Sheet from training | | | | |
| | Problem Statements: Student Academic Achievement 1 Funding Sources: 199-6200 - SCE - Contract Services - 250.00 | | | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:

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|---|
| Student Academic Achievement |
| Problem Statement 1: STAAR reading scores are below state average at 70%. Root Cause 1: Cullender does not have an aligned reading program. |

Goal 3: Cullender Kindergarten will require all students to attend school consistently in order to achieve academic success.

Performance Objective 1: The percentage of student attendance will remain above 95%; seeking to achieve 98%. The dropout rate will remain below 1% and the completion rate will remain at 97% or better.

Evaluation Data Source(s) 1: Data provided through TAPR, Federal Focus/Priority and PEIMS will show that participation rates are within the acceptable range for all student groups.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Attendance emphasis will be a positive focus at Cullender Kindergarten.</p> | 1, 2, 6, 10 | Principal, Secretary, Attendance Clerk, Teachers | Number of 3-Day, 8-Day, and 10-day Letters, TAPR Data, Final Principal's Reports on Attendance, PEIMS Summer Submission Data, attendance reward parties | | | | |
| Funding Sources: 199-6100 - SCE - Salaries - 0.00 | | | | | | | |
| <p>Critical Success Factors CSF 4 CSF 5</p> <p>2) A check system will be used to contact parents/guardians concerning attendance.</p> | 1, 10 | Principal, Secretary, District Truancy Officer, Students, Parents | Number of 3-Day, 8-Day, and 10- day Letters TAPR Data Final Principal's Reports on Attendance PEIMS Summer Submission Data, weekly TeXis report | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Students and parents will be responsible for following compulsory attendance laws monitored by administrators, teachers and the district truancy officer. Cullender will put into place the Attendance Improvement Plan supported by the district.</p> | 1, 10 | Principal, Secretary, Attendance Committee, District Truancy Officer Students, Parents | Number of 5-Day and 8-Day Letters AEIS Data Final Principal's Reports on Attendance | | | | |
| | | | | | | | |

Goal 4: Cullender Kindergarten will have positive, productive parental and community involvement.

Performance Objective 1: Positive, productive involvement will be measured by recorded counts of all parent participants at Cullender Kindergarten, including committee meetings.

Evaluation Data Source(s) 1: Positive parental involvement will increase by 3% at Cullender Kindergarten measured by parent participation documentation.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Cullender Kindergarten will provide programs to foster an increase in parent and community involvement.</p> | 1, 2, 6, 9, 10 | Principal, Counselor, Teachers and Staff | Parental involvement reports from sign-in sheets, feedback, and attendance. | | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Cullender Kindergarten will encourage parents and community members through the use of committees and advisory groups to be in full participation in all campus/district activities and organizations.</p> | 1, 2, 6, 10 | Principal, Counselor, Teachers and Staff | Membership Rolls Attendance Sign-In Sheets Participation Logs | | | | |
| <p>Critical Success Factors CSF 5</p> <p>3) All Compacts will be reviewed annually and copies of these forms will be posted on the district website.</p> | 1, 2, 6, 10 | Principal, Counselor, Teachers and Staff, Parents and students | Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2016. | | | | |
| <p>Critical Success Factors CSF 5</p> <p>4) Cullender Kindergarten will establish communication with community members, parents and staff concerning the following: ARD, LPAC, Student Support Teams, and State & Federal Funding Programs.</p> | 1, 2, 6 | Superintendent, Director of Special Programs, Principal, Counselor, Teachers | Attendance Sign-In Sheets Review of Completed Surveys | | | | |
| <p>Critical Success Factors CSF 5</p> <p>5) Cullender Kindergarten will provide training to parents a minimum of two times during the school year and will offer one parent conference opportunity in the spring.</p> | 1, 2, 6, 10 | Principal, Counselor, Teachers and Staff, Parents and Students | Attendance Sign-In Sheets Training Agendas | | | | |

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| <p align="center">Critical Success Factors CSF 5</p> <p>6) All Cullender staff will be trained annually in the requirements of Parental Involvement for federal purposes. Cullender will annually provide training to parents concerning the benefits of parental involvement in their child's education.</p> | 1, 2, 6, 10 | Principal, Counselor, Teachers and Staff, Parents and Students | Documentation of professional development on Parental Involvement Sign-in sheets/agendas from annual campus parent training on Parental Involvement | | | | |
| <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Continual communication will be provided to parents through the campus website, letters, newsletters, fliers, Remind 101, Class Dojo, School Facebook page, and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.</p> | 1, 2, 6, 10 | Principal, Counselor, Teachers and Staff | Review of written communication to parents in both English and Spanish Audit of information provided on campus website | | | | |
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>8) English classes will be provided to bilingual & ESL parents during the evening hours to strengthen these programs.</p> | 1, 2, 6, 10 | District staff, Cullender bilingual/ESL teachers, principal, counselor | Sign-in sheets from parent English classes | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 5: Cullender Kindergarten will provide disciplined, safe environments conducive to learning at all times, as well as safety and security at all campus activities.

Performance Objective 1: Parent and community survey data will reflect that Cullender Kindergarten is a safe and secure school at a rate of 90%.

Evaluation Data Source(s) 1: 100% of parental and community concerns about safety and security will be addressed in a timely manner.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) To provide safe schools, the district will continue to examine its security at every building seeking to correctly identified problems, correct problems, and provide security at district activities.</p> | 1 | Superintendent, School Support Services Director, District Liaison Officer, Campus Administrator, Maintenance Workers, Custodial Staff, Grounds Staff, Cafeteria Department, Transportation Department, City and County Involvement, as needed | Reports to the Superintendent, Reports to the Director of School Support Services, Documentation of Completed Work Orders, Review of ESC 18 safety audits | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) All new employees will be fingerprinted before hiring and payment of this service will be made by the individual seeking employment.</p> | 1 | Superintendent, Personnel Secretary | Documentation of Fast Passes, Audit by DPS | | | | |
| <p>Critical Success Factors CSF 6</p> <p>3) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; Schoolwide Components; District Health and Wellness Plan; and, District Emergency Operations Plan.</p> | 1, 2 | Superintendent, Principal, School Support Services Director, District School Nurses, Counselor, Teachers, SHAC First Responders | Disciplinary Records, Educators Handbook Software, Survey Results, Federal Compliance Report, Committee Meeting Agendas and Sign-In Sheets | | | | |

| | | | | | | | |
|---|----------|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 6</p> <p>4) The District School Health Advisory Committee (SHAC) will meet at least four times per year and will facilitate the continuation of the requirements of the Health and Wellness Plan, the District Food Allergy Plan and the Sexual Abuse and Other Maltreatment of Children District Plan.</p> | 1, 6, 10 | Superintendent, Special Programs Director, SHAC Committee Members, District Nursing Staff | SHAC minutes and agendas | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>5) All students and staff will be required to wear ID badges as a means of providing security throughout the school day.</p> | | Principal, teachers, office clerk, secretary, all Cullender staff | Evidence of ID badges being worn by students and staff | | | | |
| Funding Sources: 199-6300 - SCE - Supplies and Materials - 400.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>6) A visitor management system will be utilized on Cullender Kindergarten to check for sex offenders registered through a national database, as well as provide visitors' badges to those entering district facilities.</p> | 1 | Superintendent, Monahans Police Department, principal, campus secretary, attendance clerk | Visitor's badges, reports of banned visitors due to being identified as registered sex offenders, reports of registered visitors through management systems | | | | |
| Funding Sources: 199-6300 - SCE - Supplies and Materials - 400.00 | | | | | | | |
| <p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 6: Cullender Kindergarten will provide every student the opportunity to use technology to aid in their academic growth.

Performance Objective 1: All teachers will demonstrate the use of technology integration in the classroom as observed through classroom observations and lesson plans documented by T-TESS. All students will be afforded the opportunity to utilize technology as part of their daily education.

Evaluation Data Source(s) 1: Teacher and student usage of technology will increase at this campus. Teachers will utilize technology integration as measured by T-Tess.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 3 CSF 7 1) Staff development of technology application and integration will be provided in each content area leading to full implementation of technology in learning environments. | 1, 2, 3, 9, 10 | Superintendent, Technology Director, Principal, Cullender technology coordinator | Staff Development Sign-In Sheets Computer Lab Usage Logs, Lesson Plan Reviews, Review of technology involvement through T-TESS, website training provided by campus technology coordinators | | | | |
| | | | | Funding Sources: 211-6300 - Title I - Supplies and Materials - 400.00, 199-6300 - SCE - Supplies and Materials - 270.00 | | | |
| Critical Success Factors CSF 1 CSF 7 2) Upgrade of technology hardware including infrastructure, wireless capability, computers, interactive white boards and mobile computer labs will be accomplished throughout the school year. | 1, 2, 10 | Superintendent, Business Manager, Technology Coordinator, Principal, Staff | Review of Campus Comprehensive Needs Assessments Addressing Technology District Technology Plan, Inventory of Technology Equipment | | | | |
| | | | | Funding Sources: 199-6300 - SCE - Supplies and Materials - 270.00 | | | |
| | | | | | | | |

Goal 7: Cullender Kindergarten will provide safe and orderly facilities for all visitors, community members, parents, students, and staff as reflected by Cullender Kindergarten being maintained in an efficient and timely manner.

Performance Objective 1: Cullender Kindergarten will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Evaluation Data Source(s) 1: Maintenance records will reflect that 100% of all campus facilities have been maintained in an efficient and timely manner.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 6</p> <p>1) The Facilities Management Committee will create a long-term maintenance and improvements facility plan for Cullender Kindergarten.</p> | 1, 2 | Superintendent, School Support Services Director, Principal, Community Members, Business Members, Board of Trustees | Completed Facilities Maintenance & Improvements Plan Documentation of Facilities Management Committee meetings - agendas & sign-in sheets | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |







Goal 8: Cullender Kindergarten will provide their students with knowledge about the characteristic traits of citizenship, responsibility, pride and respect for their peers, school employees and school facilities.

Performance Objective 1: All students will participate in curriculum relevant to becoming a positive, productive community member.

Evaluation Data Source(s) 1: Discipline referrals at Cullender Kindergarten will not increase over last year. Parental and community participation will be documented at each campus.

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Cullender Kindergarten will integrate citizenship, pride, and personal responsibility in each grades' curriculum. These may include: Safe & Drug-Free Activities, Character Education; Self-Image Teaching; Leader in Me (7 Habits of Happy Kids), FitnessGram, Parent Training; Moment of Silence; Pledges to State & US Flags; Curriculum Outlined by the TEKS; Constitution Day; Declaration of Independence Week and any other special emphasis days as required.</p> | 1, 2, 6 | Principal, Counselor, Campus Nurse, P.E. Coach, Teachers | Lesson plans Records of participation by students, parents, and volunteers for documentation Observations by administrators of student and teacher participation | | | | |
| Funding Sources: 211-6300 - Title I - Supplies and Materials - 400.00 | | | | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Cullender Kindergarten will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.</p> | 1, 2, 6, 10 | Principal, Counselor, Teachers and Staff | Results of Parent, Teacher and Student Surveys Feedback from Campus Parent Involvement Committee | | | | |
| <p>Critical Success Factors CSF 5 CSF 7</p> <p>3) Cullender Kindergarten will provide information to employees, parents, community members, and as appropriate, to students concerning the issues of suspected child abuse/neglect and bullying through the following: assemblies, pamphlets/brochures, district website and professional training</p> | 1, 2, 6 | Principal, Counselor, Teachers and Staff | Decrease in the number of child abuse/neglect and bullying cases as tracked by campus counselors and referral process documentation of assemblies and distribution of pamphlets & brochures documentation of professional development on bullying, cyber-bullying, child abuse and other maltreatment of children | | | | |

| | | | | | | | |
|---|-------------|---|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) All incidents of bullying/ cyberbullying. will be investigated and documented, as outlined in state and local policies, using the Walsh & Anderson "Bullying Toolkit for Administrators".</p> | 1, 2, 6 | Superintendent, School Support Services Director, Principal, Counselor | Documentation of reports filed | | | | |
| Funding Sources: 211-6300 - Title I - Supplies and Materials - 400.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Input from parents will be included in the Safe & Drug-Free Schools federal program application and compliance reports.</p> | 1, 2, 6, 10 | Principal, counselor, parents, special programs director | Review of surveys, completed compliance report | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>6) All school personnel will receive online training annually on the following through Edivate: Suicide prevention FERPA HIPPA Child Abuse & Neglect Bloodborne Pathogens</p> | | Superintendent, Principal, teachers, all Cullender staff | Documentation of completed online training | | | | |
| Funding Sources: 199-6300 - SCE - Supplies and Materials - 400.00 | | | | | | | |
| <p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |







Goal 9: Cullender Kindergarten will incorporate effective communication with all students, parents, community members and employees to enhance the learning environment and provide for an efficient operation of the campus through the retention of staff.

Performance Objective 1: Campus records will reflect that 90% of current employees will remain at Cullender Kindergarten.

Evaluation Data Source(s) 1: District employment and service records

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 7</p> <p>1) Cullender Kindergarten will seek to employ and retain state certified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates.</p> | 1, 2, 3, 5, 10 | Superintendent of Personnel, Principal | Audit of state certification records of all professional staff. | | | | |
| Funding Sources: 255-6400 - Title II - Travel and Fees - 791.11 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Formative and summative conferences will be held through the T-TESS process, as well as Fundamental 5 focused walk-throughs, conducted by campus principal.</p> | 1, 2, 3, 5, 8, 10 | Principal, Teachers | T-TESS Evaluation and Walk-Through Data, TAPR Data, Fundamental 5 Lesson Plan | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Cullender Kindergarten will participate in job fairs and as a partner with universities and ESC18 to attract highly qualified applicants from all representative student populations to fill available teaching positions in the district.</p> | 1, 2, 3, 5 | Superintendent of Personnel Principal | District positions filled with state certified employees, Records from job fairs attendance | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Cullender Kindergarten will continue to use the TOP certification program from ESC 18 to allow all paraprofessionals to be highly qualified for their positions.</p> | 1, 2, 10 | Superintendent of Personnel, Director of Special Services, Principal | Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the district | | | | |
| Funding Sources: 199-6200 - SCE - Contract Services - 1500.00 | | | | | | | |

| | | | | | | | |
|--|----------------------|---|---|--|--|--|--|
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Continuing staff development will be provided to meet federal guidelines for Cullender Kindergarten, including the following: Balanced Literacy Framework, Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; TEKS Resource Management Training; Parental Involvement; Technology; T-TESS Training; I-Stations; Fundamental 5; Thinking Maps; Title III Symposium; TABE; and New Employees' Training.</p> | 1, 2, 3, 4, 5, 6, 10 | Superintendent, Special Services Director, Principal, Academic Coaches, | TAPR Data, Retaining of Employees Federal Data | | | | |
| <p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 255-6100 - Title II - Salaries - 69863.00, 255-6300 - Title II - Supplies and Materials - 3523.00, 199-6300 - SCE - Supplies and Materials - 270.00</p> | | | | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Cullender Kindergarten will establish regular communication with parents and the community regarding all efforts undertaken by the district utilizing the district and school website, family engagement trainings, Class dojo, Remind App, Texas Public Schools Open House Week, and meetings of all organizations</p> | 1, 2, 6, 10 | Superintendent, Special Programs Director, Principal, Teachers, Parents, Community Members | sign in sheets, campus documentation of parental involvement, numbers accessing the districts' and Cullender Kindergarten website will continue to increase | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>7) Comprehensive Academic Guidelines Manual will be distributed to all employees concerning district non-negotiables, required minutes of instruction per core subject, and operating procedures for all special programs.</p> | 1, 5 | Superintendent, Principal, Director of Special Programs, SPED Director, Director of School Support Services | Completion of Comprehensive Academic Guidelines Manual | | | | |
| <p>Problem Statements: Student Academic Achievement 1</p> | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|---|
| Student Academic Achievement |
| Problem Statement 1: STAAR reading scores are below state average at 70%. Root Cause 1: Cullender does not have an aligned reading program. |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 2 | State certified teaching and administrative staffs will be employed to deliver the TEKS curriculum with emphasis on reading, math, science, social studies and technology. |
| 1 | 1 | 3 | Innovative curriculum programs,resources and tracking systems will be used to build the foundation for academic success: Fundamental 5, I-Stations, Frog Street, DRA, Thinking Maps, Scholastic News, Balanced Literacy, Learning A-Z, Dibels, Sheltered Instruction, Go Math, Thing Central, Kaplan, Saxon Phonics/Spelling, 6 Traits of Writing, Amplify, TEKS Resource Management System, Lead4Ward, and T-TESS. |
| 2 | 1 | 1 | Specially designed curriculum &scientifically research-based instruction will be provided for students in special populations through: Enrichment and Intervention RtI; I-Stations; TEKS based; Curriculum; Thinking Maps; Workshops; Scholastic News, Learning A-Z, Sheltered Instruction, Lead4ward, 6 Traits of Writing, Amplify, Saxon Phonics/Spelling, Balanced Literacy Framework-Guided Reading, Fundamental 5 and Summer School. |
| 2 | 1 | 3 | Student Support Teams will continue to monitor student referrals. Each team will be involved in program identification for special education, 504, dyslexia tendencies, counseling, and other individual accommodations and programs as needed. Cullender Kindergarten SST will also address interventions for struggling students. |
| 2 | 1 | 4 | Appropriate assessment for individual identification into special programs will follow state and federally mandated time lines. |
| 2 | 1 | 5 | Inclusion and co-teaching models will be implemented in order to move SPED students into least restrictive environments and inclusive setting. |
| 2 | 1 | 8 | Cullender Kindergarten will be compliant with all federal and state initiatives including: Safe &Drug Free Schools; Compensatory Education, Special Education, Bilingual Education; Title I School-wide Components; 504, Dyslexia and Gifted and Talented. |
| 2 | 1 | 10 | Summer school will be provided to meet the needs of identified struggling students, and Kindergarten/Pre-K bilingual students. |
| 2 | 1 | 11 | TELPAS raters will be trained to meet state specifications. to assist LEP students in meeting PBMAS |
| 9 | 1 | 5 | Continuing staff development will be provided to meet federal guidelines for Cullender Kindergarten, including the following: Balanced Literacy Framework, Classroom Management; Science Training; Math Training; ELAR Training; Social Studies Training; TEKS Resource Management Training; Parental Involvement; Technology; T-TESS Training; I-Stations; Fundamental 5; Thinking Maps; Title III Symposium; TABE; and New Employees' Training. |
| 9 | 1 | 7 | Comprehensive Academic Guidelines Manual will be distributed to all employees concerning district non-negotiables, required minutes of instruction per core subject, and operating procedures for all special programs. |

State Compensatory

Budget for Cullender Kindergarten:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|--------------------|
| 6100 Payroll Costs | | |
| 199-11-6112-00-109-8-30-0-00 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$500.00 |
| 199-11-6122-00-109-8-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$800.00 |
| 199-11-6129-00-109-8-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$14,278.00 |
| 199-31-6119-00-109-8-30-0-00 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$6,329.00 |
| 199-11-6141-00-109-8-30-0-00 | 6141 Social Security/Medicare | \$207.00 |
| 199-31-6141-00-109-8-30-0-00 | 6141 Social Security/Medicare | \$89.00 |
| 199-11-6142-00-109-8-30-0-00 | 6142 Group Health and Life Insurance | \$4,098.00 |
| 199-31-6142-00-109-8-30-0-00 | 6142 Group Health and Life Insurance | \$474.00 |
| 199-11-6143-00-109-8-30-0-00 | 6143 Workers' Compensation | \$201.00 |
| 199-31-6143-00-109-8-30-0-00 | 6143 Workers' Compensation | \$89.00 |
| 199-11-6144-00-109-8-30-0-00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$1,149.00 |
| 199-31-6144-00-109-8-30-0-00 | 6144 Teacher Retirement/TRS Care - On Behalf Payment | \$426.00 |
| 199-11-6146-00-109-8-30-0-00 | 6146 Teacher Retirement/TRS Care | \$321.00 |
| 199-31-6146-00-109-8-30-0-00 | 6146 Teacher Retirement/TRS Care | \$208.00 |
| 6100 Subtotal: | | \$29,169.00 |
| 6200 Professional and Contracted Services | | |
| 199-11-6239-01-109-8-30-0-00 | 6239 ESC Services | \$1,000.00 |
| 6200 Subtotal: | | \$1,000.00 |
| 6300 Supplies and Services | | |
| 199-11-6395-00-109-8-30-0-00 | 6395 Supplies, DP Operations - Locally Defined | \$270.00 |

| | |
|--|---------------------------------------|
| | 6300 Subtotal: \$270.00 |
|--|---------------------------------------|

Personnel for Cullender Kindergarten:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------------|--------------------|-----------------------|------------|
| Acosta, Marissa | Instructional Aide | Cullender | 1 |
| Armendariz, Jessica | Aide | Instruction | 1.000 |
| Aven, Corey | PE Teacher | Instruction | .06 |
| Benad, Bonnie | Counselor | Guidance & Counseling | .1 |
| Bingham, Brenda | Teacher | Instruction | .07 |
| Ceballos, Ashley | Teacher | Instruction | .07 |
| Francisco, Debra | Teacher | Instruction | .07 |
| Hicks, Denise | Teacher | Instruction | .07 |
| Jackson, Jeannie | Teacher | Instruction | .07 |
| Nickels, Christi | Teacher | Instruction | .07 |
| Rodriguez, Kristi | Aide | Instruction | .7 |
| Woods, Audra | Teacher | Instruction | .07 |

Title I

Schoolwide Program Plan

All campuses in the Monahans-Wickett-Pyote Independent School District qualify as Schoolwide Title I Campuses under the NCLB Act of 2001. Due to the additional federal funding received as Title 1 Campuses, we are able to upgrade the entire educational program at Cullender Kindergarten. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Students who experience difficulty mastering these standards are provided timely, effective, additional assistance. Our schoolwide programs contain research-based strategies designed to assist schoolwide reform and improvement. Professional development for teachers is required in order to improve the quality of instruction. Our staff is also encouraged to engage parents and the community to aid in planning and decision-making regarding the operation of the school. We feel that all of these elements, including the parents and community members, strengthen our district's ability to meet the needs of all students and improve the overall campus program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

In May 2015, Monahans-Wickett-Pyote Independent School District conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of district administration and campus administration. In a systematic effort to acquire an accurate and thorough picture of the district the DIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

1. Student Achievement
2. School Culture and Climate
3. Family and Community Involvement
4. Demographics
5. Staff Quality, Recruitment and Retention
6. Curriculum, Instruction and Assessment
7. Technology
8. School Context Organization

2: Schoolwide Reform Strategies

Cullender Kindergarten will focus on the following areas:

Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;

Use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program in the school;
- increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
- include strategies for meeting the educational needs of historically under served populations.

Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;

- counseling, pupil services, and mentoring services;
- innovative teaching methods, which may include applied learning and team-teaching strategies;
- targeted intervention
- address how Cullender Kindergarten will determine if such needs have been met; and are consistent with , and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Cullender Kindergarten strives to maintain that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet highly qualified status. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching. It is the goal of Cullender Kindergarten to bring all staff to highly qualified status.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff at Cullender Kindergarten must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Cullender Kindergarten will provide professional development support for campus and district initiatives. Campus initiatives include: Thinking Maps, Istations, and Promethean Planet.

5: Strategies to attract highly qualified teachers

Cullender Kindergarten participates in the Region 18 Service Center, Sul Ross University, UTPB and additional job fairs as needed to attract the most qualified applicants.

The district pays above the state base salary.

6: Strategies to increase parental involvement

Cullender Kindergarten will have an administrator that is responsible for all NCLB involvement activities. Efforts to increase parent involvement are reviewed by the Campus Improvement Team each spring.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Cullender Kindergarten provides young children with early learning experiences that will enable them to meet the academic standards throughout elementary and secondary schools. Cullender Kindergarten provides half day Pre-K and Early Education programs. Pre-K students and their families are invited to participate in the spring Kindergarten roundup. Coordination between the campus and community includes campus tours, Pre-K orientation, and collaboration with HeadStart, ECI and other local entities.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Cullender Kindergarten has in place the following programs/activities to include teachers in the decisions regarding the use of academic assessments:

- Grade level meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities
- Continued professional development in data disaggregation (DMAC, Istations)
- Weekly team curriculum planning
- Lead4Ward training

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Cullender Kindergarten utilizes the following activities to ensure that students who are experiencing difficulty master the proficient or advanced levels of academic achievement levels:

- Grade level planning
- IStation data monitoring and intervention
- DIBELS
- Daily, RTI and enrichment
- Full time interventionist for Tier 3 students

10: Coordination and integration of federal, state and local services and programs

Funds are combined to upgrade the entire educational system within the district. Specifically, Title I and SCE funds are utilized to provide additional services to struggling learners. Local and federal dollars are integrated to provide targeted professional development and to purchase scientific research based curriculum.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|---------------------|----------------|------------|
| Bonnie Benad | Counselor | Cullender | .1 |
| Debbie McDaniel | Teacher Facilitator | Teacher Mentor | 1.000 |
| Kathy Cornelius | Reading Coach | Intervention | 1.000 |
| Marissa Acosta | Instructional Aide | Cullender | 1 |

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|-----------------|-------------------------|
| Administrator | Marielena Saenz | Principal |
| Business Representative | Estrella Vela | Business Representative |
| Parent | Rebekah Kines | Parent |
| Classroom Teacher | Audra Woods | Bilingual Teacher |
| Classroom Teacher | Brenda Bingham | Teacher |
| Classroom Teacher | Christi Nickels | Teacher |
| Paraprofessional | Marissa Acosta | Paraprofessional |
| Parent | Alexia Madrid | Paraprofessional |
| Community Member and Parent | Lennon Posey | Parent/Community Member |
| Paraprofessional | Jaimee Reid | Paraprofessional |

Campus Funding Summary

| 211-6100 - Title I - Salaries | | | | | |
|---|------------------|-----------------|--|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Salaries of Title 1 Teaching and Support Staff | | \$69,863.00 |
| 2 | 1 | 7 | Salaries for Reading Interventionist | | \$69,863.00 |
| Sub-Total | | | | | \$139,726.00 |
| 211-6200 - Title I - Contract Services | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | TEKS Resource System | | \$3,600.00 |
| 2 | 1 | 9 | TEKS Resources | | \$2,100.00 |
| Sub-Total | | | | | \$5,700.00 |
| 211-6300 - Title I - Supplies and Materials | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | TEKS RESOURCE | | \$3,600.00 |
| 1 | 1 | 3 | Amplify, Learning A-Z | | \$400.00 |
| 2 | 1 | 1 | TEKS Resource System/ICU | | \$400.00 |
| 6 | 1 | 1 | Staff development fees/travel | | \$400.00 |
| 8 | 1 | 1 | Supplies and Materials | | \$400.00 |
| 8 | 1 | 4 | Resources for support | | \$400.00 |
| Sub-Total | | | | | \$5,600.00 |
| 211-6400 - Title I - Travel and Fees | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Parent Involvement Conference | | \$200.00 |
| Sub-Total | | | | | \$200.00 |
| 255-6300 - Title II - Supplies and Materials | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Istation | | \$3,523.00 |

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|--|------------------|-----------------|---|---------------------|---------------|
| 2 | 1 | 1 | Supplies and Materials for Research-Based Instruction | | \$3,523.00 |
| 9 | 1 | 5 | | | \$3,523.00 |
| Sub-Total | | | | | \$10,569.00 |
| 255-6400 - Title II - Travel and Fees | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | State conferences | | \$791.00 |
| 9 | 1 | 1 | Teacher training | | \$791.11 |
| Sub-Total | | | | | \$1,582.11 |
| 224-6100 - ARRA - Salaries | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Salaries of Certified SPED Teaching and Support Staff | | \$143,758.00 |
| Sub-Total | | | | | \$143,758.00 |
| 225-6100 - ARRA - Salaries | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Pre-K Salaries | | \$6,471.00 |
| Sub-Total | | | | | \$6,471.00 |
| 199-6100-23 - SPED Salaries | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 5 | Salaries of Certified SPED Teaching & Support Staff | | \$143,758.00 |
| Sub-Total | | | | | \$143,758.00 |
| 199-6100 - SCE - Salaries | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Salaries | | \$27,869.00 |
| 1 | 1 | 2 | State Comp Ed Salaries | | \$70,268.68 |
| 1 | 1 | 2 | SPED Salaries | | \$143,758.00 |
| 2 | 1 | 2 | Counselor Salary | | \$7,615.00 |
| 2 | 1 | 10 | Summer School Salaries | | \$15,000.00 |
| 3 | 1 | 1 | | | \$0.00 |

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|--|------------------|-----------------|---|---------------------|------------------|---------------|
| | | | | | Sub-Total | \$264,510.68 |
| 199-6200 - SCE - Contract Services | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 1 | 1 | 3 | Contracted Services | | | \$1,500.00 |
| 2 | 1 | 13 | TBSI Contracted Training Services | | | \$250.00 |
| 9 | 1 | 4 | | | | \$1,500.00 |
| | | | | | Sub-Total | \$3,250.00 |
| 199-6300 - SCE - Supplies and Materials | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 1 | 1 | 3 | Supplies | | | \$270.00 |
| 5 | 1 | 5 | Badges and lanyards | | | \$400.00 |
| 5 | 1 | 6 | | | | \$400.00 |
| 6 | 1 | 1 | | | | \$270.00 |
| 6 | 1 | 2 | Title I Supplies and Materials | | | \$270.00 |
| 8 | 1 | 6 | Online materials | | | \$400.00 |
| 9 | 1 | 5 | | | | \$270.00 |
| | | | | | Sub-Total | \$2,280.00 |
| 263-6300 - Title III - Supplies and Materials | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 1 | 1 | 3 | Sheltered Instruction | | | \$3,086.00 |
| 2 | 1 | 1 | Supplies and Materials for Research-Based Instruction | | | \$3,086.00 |
| 2 | 1 | 11 | Bilingual Supplies and Materials | | | \$3,086.00 |
| | | | | | Sub-Total | \$9,258.00 |
| 263-6400 - Title III - Travel and Fees | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 1 | 1 | 1 | TABE | | | \$600.00 |
| 2 | 1 | 11 | Bilingual | | | \$600.00 |
| 2 | 1 | 12 | Bilingual Teachers Professional development | | | \$600.00 |

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|--|------------------|-----------------|---|--|---------------------|---------------|
| | | | | | Sub-Total | \$1,800.00 |
| 255-6100 - Title II - Salaries | | | | | | |
| Goal | Objective | Strategy | Resources Needed | | Account Code | Amount |
| 9 | 1 | 5 | | | | \$69,863.00 |
| | | | | | Sub-Total | \$69,863.00 |
| 255-6200 - Title II - Contract Services | | | | | | |
| Goal | Objective | Strategy | Resources Needed | | Account Code | Amount |
| 1 | 1 | 1 | Balanced Literacy Framework | | | \$5,678.00 |
| 1 | 1 | 4 | Balanced Literacy Framework Contracted Services | | | \$5,678.00 |
| | | | | | Sub-Total | \$11,356.00 |
| 289-6200 - Title IV - Contracted Services | | | | | | |
| Goal | Objective | Strategy | Resources Needed | | Account Code | Amount |
| 1 | 1 | 1 | Lead4Ward | | | \$1,500.00 |
| | | | | | Sub-Total | \$1,500.00 |
| 289-6300 - Title IV - Supplies | | | | | | |
| Goal | Objective | Strategy | Resources Needed | | Account Code | Amount |
| 2 | 1 | 1 | Supplies and Materials for Research-Based Instruction | | | \$100.00 |
| | | | | | Sub-Total | \$100.00 |
| | | | | | Grand Total | \$821,281.79 |

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

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

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

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

BY OTHERS

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

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

EXAMPLES

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

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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(LOCAL)

GENDER-BASED
HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

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

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

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL
INVESTIGATION

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

CONCLUDING THE
INVESTIGATION

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

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

NOTIFICATION OF
OUTCOME

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

DISTRICT ACTION
PROHIBITED
CONDUCT

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

CORRECTIVE
ACTION

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

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

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

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

This conduct is considered bullying if it:

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

POLICY

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

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

STUDENT WELFARE
FREEDOM FROM BULLYING

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(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)

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| 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)

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| 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. |

MONAHANS-WICKETT-PYOTE ISD

The district prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the district to obtain an incident report form that may be used to submit the complaint.

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found at <http://pol.tasb.org/Policy/Search/1202?filter=FFI> or the campus administration office.