

REDWATER ISD
District Improvement Plan
2021/2022

*Learning to Lead
Leading to Serve*



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Brett Haugh, High School Principal

Kim Cody, Junior High Principal

Audrey Shumate, Middle School Principal

Rhonda Roberts, Interim Elementary Principal



MOTTO

**Learning to Lead
Leading to Serve**

MISSION STATEMENT

Providing superior education with traditional values

VISION

Empowering our students by inspiring high expectations to reach high levels of learning and rise above.

VALUE STATEMENTS

We Value...

**Integrity
Transparency
Trust
Leadership
Pride and Tradition**

**Loyalty
Faith
Achievement and Results
Safety
Inclusion and Family**



Learner Profile

We believe these characteristics and competencies are essential for our students to reach high levels of learning and rise above.

Academic Curiosity

Social Emotional Intelligence

Servant Leadership

Growth Mindset

Solutions-Oriented

Real-World Readiness



Educator Profile

We believe these characteristics and competencies are essential for our students to reach high levels of learning and rise above.

Academic Curiosity

Social Emotional Intelligence

Servant Leadership

Growth Mindset

Solutions-Oriented

Learner-Focused

REDWATER ISD Site Base

Name	Position
Barron, Heather	Parent
Bransford, DiAnn	Community Member
Bruner, Addison	Junior High Student
Burns, Dr. Kelly	Superintendent
Cody, Kim	Junior High Principal
Corbin, Lee Ann	Director of Instruction
Crowson, Jeff	Law Enforcement
Cude, Nancy	Paraprofessional
Cummings, Phyllis	Counselor
Daffern, Laurie	Technology Integration Specialist
Davis, Jessica	High School Teacher - CTE
Deaton, Stacy	Elementary Teacher
Faires, Melinda	Middle School Teacher
Flint, Kimberly	Elementary Teacher
Frachiseur, Shari	High School Teacher
Haugh, Brett	High School Principal
Johnson, Jade	Middle School Teacher
Jones, Kadin	High School Student
Jones, Kevin	Junior High Teacher
Kesterson, Sonya	High School Teacher
Kordsmeier, Katie	Elementary Teacher
Martin, Denita	Elementary Teacher
McEntire, Kim	Parent
Minton, Nick	Technical Assistance
Mitchell, Lori	Elementary Teacher
Morrow, Angel	Elementary Teacher
Priestly, Amanda	Specialized Instructional Support
Reed, Todd	Community Member

REDWATER ISD Site Base

Name	Position
Roberts, Rhonda	Interim Elementary Principal
Roberts, Wendy	Middle School Teacher
Shumate, Audrey	Middle School Principal
Stacy, Jennifer	Middle School Teacher
Summers, Dr. Katie	Specialized Instructional Support
Sutton, Jay	High School Teacher
Terry, Tanya	High School Teacher
Thompson, Cooper	High School Student
Turner, Tania	Special Education Teacher
Westmoreland, Victoria	Business Member
Whitt, Billy	Business Member
Windham, Taylor	Junior High Teacher
Womack, Janie	High School Teacher

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS Reports
TPRS/TAPR

Demographics Strengths

Experienced staff

Demographics Weaknesses

Cultural Diversity

Demographics Needs

Address decreasing enrollment.

Demographics Summary

Using data disaggregation through OnPoint Data which is based on the PEIMS (Public Education Information Management System) submissions, the following is a synopsis of demographics for 2020-21.

Enrollment:
2021-22: 1100
2020-21: 1107
2019-20: 1113
2018-19: 1130

Comprehensive Needs Assessment

Demographics Summary (Continued)

The majority of RISD students are white (88.35%). African American population is represented at 3.16%, Hispanic at 3.70% and Two or More Races, 3.61%. The gender makeup of student enrollment is 47.79% female and 52.21% male.

The district's percentage of economically disadvantaged students dipped to 41.01% for 2020-2021 as compared to 42.14% and 45.22% the previous two years.

Students identified as At-Risk for 2020-21 was 34.69% which is a slight increase from 32.61% in 2019-20. The district does not have any migrant students. The percentage of ESL students is .72%.

The number of students transferring into the district was 219 which is 19.7832% of the district enrollment.

The percentage of students receiving special services in 2020-21 was 10.30%. Of these students, 36.84% have a learning disability, 14.40% are identified as autistic, 25.44% have a speech impairment, and 6.14% have an emotional disturbance. 7.02% have other health impairments.

Instructional settings: 25% of students receiving special services have access to speech therapy; 30.70% are mainstreamed in general education classrooms, 30.70% receive services in resource classrooms, and just under 8% receive services off-campus. Self-contained and early childhood combined are 5.26%.

The student mobility rate is 0%. Redwater serves 8.76% of the student population in Gifted and Talented programs.

The District employed 154.8 staff members with 64.1% being classroom teachers, 12.3% educational aides, and 9.7% auxiliary, and 5.4% campus leadership. Central administration comprises 1.3% and professional support 7.3%. The majority of staff are white (98.0) females (74.6%).

The depth of the years of experience has changed since 2019 and the district has a greater percentage of new teachers for 2020-21 (20.2%). The greatest number of teachers have 11-20 years experience (35.3%). The percentage of staff with master's degrees has increased from 20.4%. The turnover rate was 13.0%. The number of students per teacher for 20-21 was 11.1.

Student Achievement

Student Achievement Data Sources

Accountability Reports
Disaggregated STAAR Data
DMAC
Graduation Rates
Multi-Year Trends
TPRS/TAPR

Comprehensive Needs Assessment

Student Achievement Strengths

Strong District assessment results in spite of conditions created by the COVID-19 pandemic
High graduation rate
Improvement in college ready graduate rate
Increased participation in ACT
ACT score above region and state

Student Achievement Weaknesses

Meeting Federal Targets for Closing the Gaps in ELA/Reading for white and Special Education student groups.
Meeting Federal Targets for Closing the Gaps in Math for Special Education student group.
ACT performance dropped by one point from 2018-19 to 2019-20

Student Achievement Needs

Greater numbers of students earning industry certifications to supplement CCMR measures.
High quality ACT Preparation
Ways to improve ACT Preparation participation
Reduce the number of foundation program graduates.
Increase percentage of students achieving MEETS and MASTERS in all subjects on state assessments.
Prepare for writing being incorporated into STAAR reading test starting with Spring 2022.
Prepare for school progress measure being in place for Accountability 2022.

Student Achievement Summary

Student achievement data is derived from State Accountability Reports and the annual Texas Performance Reporting System (formerly TAPR), PEIMS (student data system), RDA (Results Driven Accountability). We utilize DMAC to disaggregate our student achievement data by performance levels in subject and grade, ethnicity, cohort, economically disadvantaged, at-risk, not at-risk, special education, and gifted and talented. The district will also has access to integrated PEIMS, college assessment, and state assessment data through OnData Suite.

School Achievement - STAAR Performance for all subjects

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Approaches - 81%
Meets - 54%
Masters - 26%

RESULTS BY SUBJECT:

Reading (Approaches - Meets - Masters)

76 - 52 - 20

Math

85 - 58 - 31

Science

86 - 59 - 31

Social Studies

84 - 59 - 39

Writing

70 - 34 - 8 (last year for this assessment)

All district results were above region and state results. Annual improvement across each performance level is the goal.

Overall performance was strong especially in light of the pandemic.

School Progress (no growth data for 2021)

Participation rate - 99%
Relative performance - no accountability score
STAAR and CCMR average of 63

No growth data was available because students did not take STAAR in 2019-20 due to the pandemic. Even though this data is not available, instruction should result in one-year of growth in reading and math across the district.

Closing the Gaps

Grade level performance - percentage of goals met - 10/13 - 77%
Graduation Rate for 2019 - met all targets
CCMR Readiness - met all targets

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Closing the Gaps looks at the performance of every major group of students that exist in a school. These groups can include racial/ethnic groups, students in special education, economically disadvantaged students, and others. For each group, performance is examined in four different areas, and compared against state goals. The more goals that are met in an area, the higher the score in that area. The score in each area is then averaged using the weights listed here to come up with the overall percentage of goals met. That is converted to the final score.

ELA/Reading did not meet the federal target for "white" and SPED student groups.
Math did not meet the federal target for SPED student group.

We will have a greater impact on closing the gaps by analyzing the and focusing on this at the campus levels where students groups did not meet Math and/or Reading targets at for the white and economically disadvantaged groups.

School Culture and Climate

School Culture and Climate Data Sources

Parent Participation
PEIMS Reports
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

Caring and supportive staff
Welcoming atmosphere
Positive reputation in community and geographical area
High participation in extracurricular activities
Variety of communication methods
Parent involvement opportunities

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

Timeliness of communication
Inter-campus collaboration

School Culture and Climate Needs

Districtwide team building

School Culture and Climate Summary

From surveys conducted by all campuses, our parents, students, and staff describe our district as a welcoming place where students are treated with respect and feel safe. A school resource officer assists with safety assessments and, with campus administration, provides training and drills related to active shooter response, lockdowns, and evacuations. All campuses have safety systems in place at front entrances and require proof of ID for student check outs. Computer systems have been added at each office to document the checking in and checking out system. Aging facilities, campus layouts that were built prior to current safety concerns, and non-contiguous buildings within a campus are areas of weakness that are difficult to overcome due to funding limitations. Several construction projects have been completed or are in progress which enhance the appearance and functionality of numerous facilities.

The counseling services offered at each campus provide students with an avenue for seeking help. The counselors are also in classrooms offering support through character education programs and arranging guest speakers and presentations related to depression, suicide, vaping, and bullying. An anonymous reporting system for bullying is in place. The number of discipline incidents for 2020-21 was 245 for a district discipline population of 130. The number of DAEP placements was 21 and there were no incidents involving guns. The district has an excellent reputation for offering a quality education in addition to being a friendly and safe place which results in numerous requests for transfers on an annual basis. Our staff works closely with troubled children and provides home visits, counseling, and donations of food, funds, and clothing when needed. During the summer of 2020, all returning staff completed Trauma Informed Training to better understand the attitudes and behaviors of students who have suffered trauma and how to respond in an appropriate and supportive manner. This training is required for all new employees.

The district has identified that helping students find a place to belong, especially in junior and high school, increases student satisfaction with school which has a positive impact on academics and discipline. Each campus offers clubs, service organizations, and extra-curricular activities through which students can be involved and teachers and staff go out of their way to encourage students to join in. The majority of secondary students are involved in some extracurricular activity such as band, athletics, academic UIL teams, cheer, VASE, FFA, FCCLA, TAFE, HOSA, and theatre arts. There are numerous clubs (Film Study, Photography, Art, Spanish) and leadership development opportunities (National Honor Society, Junior National Honor Society, Spanish National Honor Society, Key Club, Builders Club) to build student confidence and personal growth.

TEA reports show attendance rate was at 99% in 19-20 (pandemic closure year) as compared to 96.2% in the 18-19. Preliminary school reports show an attendance rate of about 95% for each six weeks period.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

The vision and belief statements of the district all point toward high expectations for everyone, and our students and staff are aligned to this concept. Surveys also indicate that parents agree that our teachers have high expectations for students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Appropriately certified and qualified staff
- Competitive salaries
- Stipends for shortage areas
- Access to high quality professional development

Staff Quality, Recruitment and Retention Weaknesses

- Small pool of qualified applicants for openings/teacher shortage
- Cultural diversity

Staff Quality, Recruitment and Retention Summary

The district employed 99.2 teachers and 19 educational aides for 2020-21. The number of qualified applicants for open positions has made it challenging to fill positions as they arise. For the 2021-22 school year, one teacher is working on their alternative certification. Teachers overall score in the proficient range on their appraisals but are provided with a professional library to assist with any areas needing improvement as well as feedback and coaching from campus principals. The staff attends high quality, professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. The district also schedules staff professional learning days throughout the school year as provided by the state waiver system for professional development. New teachers are assigned a mentor teacher and grade level teams regularly meet and plan together. The teacher turnover rate was down from 18.3% the previous year to 13% for 2020-21. The state's turnover rate was 14%.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Staff and administrators are surveyed on professional development needs, and this, along with student achievement results, drives our professional development. GT, ESL, dyslexia, SPED, EOC, subject area vertical alignment, discipline, technology, response to trauma, contribution of parents, etc. are all part of our annual staff development calendar and training. Follow-up, in the form of observations and lesson plan analysis, is completed to ensure that training is having the intended impact on instruction, overall student health and safety, and parent and family engagement. Adjustments are made accordingly.

The district's focus for professional learning is focused on functioning as professional learning community. Contracted services are employed to work with the district and each campus throughout the school year.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Professional development opportunities
- Assessment system that provides uniform student data over multiple years to guide instruction
- New pre-kindergarten curriculum
- Variety of programs offered for a small school

Curriculum, Instruction and Assessment Weaknesses

- Shared staffing which impacts master schedule development

Curriculum, Instruction and Assessment Needs

- Shared knowledge of essential standards for PK-12 for each content area
- Vertical alignment of essential standards
- Effective and consistent PLC implementation across the district

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

The district is committed to facilitating vertical alignment of curriculum, instruction, and assessment. Differentiation, inclusion of students receiving special education services in all general education classes, and data driven instruction are focuses of subject and grade-level team meetings. The implementation of Professional Learning Communities is progressing with some campuses having more experience than others. Campus leaders are working with PLC coaches throughout the school year to create a culture of professional collaboration focused on these four questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

All core subject teachers must use the TEKS Resource System which contains curriculum planning documents such as Instructional Focus Documents and a Year-at-a-Glance. Vertical Alignment documents are reviewed annually and instructional focus documents every six weeks. Beginning of Year, Middle of Year, and End of Year assessments, unit/six weeks tests and benchmarks inform instruction and direct differentiation strategies.

The integration of technology for teacher and student use has improved digital skills and professional development is offered throughout the school year and summer to assist teachers in this area. The monitoring process for the curriculum includes vertical and grade level collaboration through Professional Learning Communities. Assessments are reviewed for relevance and appropriateness and are clearly linked to in-depth understanding of the TEKS. When feasible based on the grade level, common formative assessment are used. Results are disaggregated and analyzed so as to inform instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. Accelerated classes are designed around data-driven identified student needs. The impact is consistent instruction with a higher level of rigor for all students.

Each campus has time built into the school day for students to receive individualized instruction based on their needs. This system also supports the rules of House Bill 4545 for addressing accelerated learning of students who did not perform successfully on the 2020-21 STAAR assessments. Extended school day and extended school year is used to address grade repair, credit recovering and accelerated learning.

State testing results and local benchmark scores show the need for additional instructional time and more one-on-one intervention for specific students groups - economically disadvantaged and SPED. Interventionists at the elementary level identify and address math and reading for students in grades K-3 to ensure a strong foundation of learning and improve probability of students being on grade level by the end of 3rd grade.

The district is implementing MAP Growth which is an assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices. The elementary campus is also using NWEA Reading Fluency in place of TPRI for grades 1 and 2 which provides precise, reliable insights to support early readers while maximizing valuable instructional time. With speech -recognition technology, group administration, and automatic scoring, MAP Reading Fluency provides a clear view of early literacy skills and learning needs for an entire class in about 20 minutes.

As of 2021-22, the district uses supplemental instructional or intervention tools such as Fountas and Pinnell Leveled Literacy Intervention, Take Flight, Lexia Core5 Reading Lab and PowerUp, Saxon Phonics, Target Math, No Red Ink, MindPlay Literacy, Study Island, and Education Galaxy.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Data Sources

Community Input
Parent Participation
Parental Involvement Policy
Staff/Parents/Community/ Business members involved w/SBDM

Family and Community Involvement Strengths

Strong support through booster clubs and the Education Foundation
High attendance at school programs and performance
Collaborative visioning plan resulting in unified priorities and objectives.

Family and Community Involvement Weaknesses

Minimal attendance at parent education opportunities
Low participation at the secondary level at open house and parent-teacher conferences

Family and Community Involvement Needs

More opportunities for quality parent and family engagement.

Family and Community Involvement Summary

Families and community members have several opportunities throughout the year to interact and engage with their students in an academic setting.

The district makes an online gradebook available to parents and students. This portal includes attendance information. The district places pertinent announcements on the home page and each campus provides access to important campus information and teacher web pages. Messages may be sent from the district, campus, and teacher through E-Notes in the form of a text, e-mail or phone message. The district uses social media for sharing information with parents, families near and far, and community. The campuses distribute digital newsletters to families. Each campus has a system for ensuring teachers are communicating with parents about student achievement. Progress reports are issued at the three-week grading period. Parents and community have opportunities to serve on campus and district committees. During the spring of 2021, a Collaborating

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Visioning Committee met over a period of months to develop a strategic plan for the district in alignment with the boards newly reconstructed vision, mission, motto, and values.

Based on surveys, overall parents are satisfied with communication. Providing timely information at the campus level was identified as needing improvement.

Surveys from parents indicate that they feel a connection to the school and appreciate and value the work being done there for their children.

The district will continue to host the following events:

Well-attended events such as Meet the Teacher, new student orientation, campus visit, open house, Academic Showcase, and parent-teacher conferences provide an avenue for learning about academic expectations. Parent-Teacher conferences also provide a two-way communication to discuss student expectations and goals and determine a path for success. Meetings for parents to assist students transitioning to junior high and high school and course selection are held in spring. The high school offers opportunities for parents and students to prepare for post-high school decisions such as college and technical school. Financial aid nights are held so that parents and students can complete financial aid applications in a timely manner. CTE programs and elective programs are highlighted through Dragonpalooza night so that parents and students can learn more about classes and how they fit into a four-year program.

Parents and community are invited to events to address social and health concerns such as vaping, suicide/depression, and other issues related to helping students make good decisions. Other community engagement events include events for grandparents/grandfriends, Veterans Day program, book fairs, art gallery night, Thanksgiving lunch, and theatre and music exhibitions. Parents are involved in band boosters, athletic boosters, and All Night Shindig After Prom (ASAP) which keeps students safe and engaged in organized activities during the night following prom. The School Advisory Council (SHAC) which is comprised of mostly parents meets at least four times a year and provides guidance for addressing issues that are relevant to the school population and needs. The Redwater Education Foundation comprised of parents and community members plans fundraising efforts such as drawdowns, community spelling bee, trivia contests, etc which raise funds to provide student scholarships and teacher grants.

School Context and Organization

School Context and Organization Strengths

Commitment to excellence
Growth mindset
Experience of and varied backgrounds of administrative team

School Context and Organization Weaknesses

Comprehensive Needs Assessment

Legislative mandates and the burgeoning federal changes over the past two sessions have created the need to assign additional responsibilities to existing staff without adding personnel. This leads to certain positions being spread thin and potentially reducing the effectiveness of the execution of job duties.

School Context and Organization Needs

Long range planning to address staff realignment, reassignment or adding positions to ensure compliance with federal and state law.

School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Recruitment stipends for high-need areas (such as secondary math, science, and foreign language) are needed to attract and keep high quality teachers in our rural school, and the district uses an electronic application system to make its needs more well-known. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes as much as possible. Additional instructional periods are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. The number of transfers students from other districts speaks of the confidence in our district. Many student transfers stay from kindergarten all the way through 12th grade. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

Central administration and the technology department work cohesively to assure campuses have the supplies needed to operate.

Superintendent, asst superintendent, campus administration, and directors work as a team and meet throughout the year to identify and address facilities, safety, and instructional needs. The superintendent, assistant superintendent, and campus principals meet regularly to assure the smooth operation of the district.

Several staff members are responsible for numerous programs or duties. As the state adds more legislative mandates, existing staff take on additional duties to ensure compliance with the law.

Technology

Technology Strengths

- Student and teacher access to technology equipment and software
- High level of usage and knowledge
- Instructional support and integration
- Just-in-time and ongoing support and training
- Locally developed workshops tailored to meet the needs of RISD

Comprehensive Needs Assessment

Technology Strengths (Continued)

Teacher attitudes toward technology integration
Technical support and troubleshooting

Technology Weaknesses

District website management is cumbersome and design needs streamlining.

Infrastructure issues:

Access points cannot handle the bandwidth of the district.

Old CAT5 wiring in classrooms that cannot handle the bandwidth.

Network racks that are not grounded and are affected by storms.

Technology Needs

Updated five-year technology plan with short and long-range goals to support budgeting and a timetable for implementation.

Redesign the website or contract with a different company to improve appearance, design, organization and accessibility.

Technology Summary

The district has made a commitment to providing technology resources in the form of equipment, network infrastructure, technical support, and instructional technology services. Technology integration for the purpose of supporting instruction, classroom management, providing online/digital instructional resources, and improving collaboration and communication are priorities of the technology department. A technology integration specialist/instructional coach provides teachers with professional development throughout the school year and during the summer months. Teachers continue to request emerging technology and training for which the district does its best to provide.

Each classroom is outfitted with a teacher computer and printer and an interactive panel. Document cameras and web cameras have been installed in all classrooms and teachers may check out the virtual reality equipment. For students, the district moved to a 1:1 distribution system for Chromebooks and iPads in response to COVID-19.

The technology integration specialist provides training in accordance with state technology application standards for teachers. Additional and ongoing technology integration training such as Google Classroom, Google Drive and the use of various applications has elevated teacher use and created a culture of effective integration of technology and instruction and increased district collaboration for both students and staff. The skills developed for the purpose of remote learning services continue to be used to support face-to-face learning and provide students with access to instruction when they are absent.

Comprehensive Needs Assessment

Technology Summary (Continued)

The network is monitored for appropriate use and students and teachers are provided training on digital citizenship. All staff participate in internet safety training. The software used for acceleration is web-based for 24-7 access; data disaggregation is also web-based which enables teachers to disaggregate achievement results through the year to determine instructional needs in a timely manner.

Other

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
DMAC
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Graduation Records
Parent Participation
Parental Involvement Policy
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Results Driven Accountability (RDA)
Safe Schools Checklist
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Study Island
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 1. Increase district student achievement on state assessments at all three performance levels for all subjects by at least 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community engagement/involvement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Director of Finance, Director of Technology, Superintendent	Quarterly	(L)Local Funds	Criteria: Formative: Agendas, Leadership Team notes, Checklists Summative: Survey results, CNA Narrative and alignment with campus plans
2. Teachers of foundation subjects will utilize TEKS Resource System to provide an aligned, equitable, and high quality curriculum and instruction program that will ensure all students meet the challenging state academic standards. (Title I SW Elements: 2.5) (Target Group: All)	Campus Principal	Weekly	(L)Local Funds	Criteria: Formative: TEKS Resource usage reports, PLC Agendas Summative: Assessment results, EOY vertical alignment meetings
3. Use a student data system for administration of TEKS-aligned assessments and data disaggregation to support and data driven instructional practices to track, measure, and promote student academic growth. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal	6-week monitoring cycle	(L)Local Funds	Criteria: Formative: Assessment calendar and data, PLC Agendas Summative: Student Achievement Results
4. To help students meet the challenging state academic standards, and develop a strong foundation in literacy and math, interventionists for grades K-6 will provide students performing below grade level with timely individualized instruction and progress monitoring. (Target Group: AtRisk) (Strategic Priorities: 2)	Campus Principal, Interventionist(s), RAP Coordinators	3-week monitoring schedule	(F)Title I, (S)State Compensatory - \$195,000, (S)State Compensatory FTE - 3.43	Criteria: Formative: Progress Monitoring Results and Benchmark Results Summative: EOY data tracking report, STAAR Test Results
5. To support grade-level learning opportunities and meet the challenging state academic standards, the district will continue to implement an inclusion model for instruction for students receiving special services (Target Group: SPED)	Campus Administrators	Semester cycle	(F)IDEA Special Education, (S)Special Education	Formative: Student Schedules, progress monitoring Summative: Report Cards, STAAR results
6. Teachers will work as Professional Learning	Campus Principal, Teacher(s)	Weekly	(L)Local Funds	

REDWATER ISD

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Objective 1. Increase district student achievement on state assessments at all three performance levels for all subjects by at least 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Communities to analyze assessment data and create plans to meet individual students needs based on the four questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? (Target Group: All) (Strategic Priorities: 2)				
7. Utilize Measures of Academic Progress (MAP) testing as a universal screener, progress monitoring, and interventions to support academic growth. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Administrators, Teacher(s)	Sept-Dec-Mar	(F)ESSER III	
8. The district will use progress monitoring tools to assist with identifying student reading levels throughout the year and will provide students who are not making adequate progress with appropriate interventions. (Target Group: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Interventionist(s), Teacher(s)	Sep-Jan-Apr	(F)ESSER III, (S)Early Childhood Education Allotment, (S)State Compensatory - \$25,000	Criteria: Formative: Program reports Summative: State assessment results
9. All teachers will engage in a collaborative process to identify and unpack the essential standards to create learning targets, formative assessments, and assure vertical alignment to ensure a viable and guaranteed curriculum for grades PK-12. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Quarterly		Criteria: Formative: Essential Standards documents per content area/campus Summative: Assessment data
10. All campuses will leverage the master schedule to provide time for targeted intervention, tutoring, remediation, or accelerated instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Campus Principal	Every three weeks		Criteria: Formative: Master schedule, sign in sheets or attendance documentation Summative: State assessment results, semester grades
11. Web-based educational programs and digital resources for teachers will be used to supplement instruction for struggling learners.	Asst Superintendent, Curriculum & Instruction, Campus Principal	Every three weeks	(F)Title I, (S)State Compensatory - \$40,000	

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 1. Increase district student achievement on state assessments at all three performance levels for all subjects by at least 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: AtRisk)				
12. RTI program for Tier 1, 2, and 3 for each campus will be consolidated into a district RTI document by the end of the 2021-22 SY. (Title I SW Elements: 2.6) (Target Group: SPED,AtRisk,504)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Dec-May	(L)Local Funds	

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 2. The school progress measure for the district's relative performance will increase by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and interventionists will utilize frequent and effective formative assessment practices along with data analysis tools to monitor student proficiency and adjust instruction to meet the needs of all students. (Target Group: All) (Strategic Priorities: 2)	Campus Principal, Teacher(s)	Weekly		Criteria: Formative: Benchmarks Summative: STAAR results
2. Campus administration and teachers will analyze previous year's math and reading state assessment data and develop a system to help students set goals and monitor their own progress. (Target Group: 4th,5th,6th,7th ,8th) (Strategic Priorities: 2)	Campus Principal, Teacher(s)	Every three weeks		Criteria: Formative: Previous year's individual assessment results, progress monitoring records, goals sheets Summative: State assessment results

REDWATER ISD

- Goal 1.** (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.
- Objective 3.** Provide instructional programs and challenging co-curricular opportunities to support strong college and career readiness and raise the district CCMR indicator to 80% by SY 2023-24.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain state-provided CCMR spreadsheet and make a plan for students not meeting CCMR indicators by the end of grade 10. (Target Group: 11th,12th)	Campus Principal, Counselor(s)	Semester		Criteria: Formative: Tracking Data Summative: Annual CCMR results
2. Coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities to facilitate effective transitions for students from high school to postsecondary education. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Each semester	(O)Texarkana College	Formative: Dual credit course enrollment Summative: Successful course completion
3. To promote skill development important to in-demand occupations and industries in the state, work-based learning opportunities with the Texarkana College Workforce Programs that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Superintendent	Semester	(O)Texarkana College, (S)CTE	Criteria: Formative: CCMR tracker, class schedules Summative: CCMR data, course/certification completion
4. Analyze and evaluate course offerings, sequences, and programs of study for Career Technical Education (CTE) for alignment with current and potential employment trends and to assure effective transitions for students from high school to careers or postsecondary education. (Target Group: CTE) (Strategic Priorities: 3)	Asst Superintendent, Curriculum & Instruction, Campus Principal, CTE Director	Annually	(S)CTE	CTE course enrollment, Careers Outlook data, TEA Data, Facilities Analysis, Cost Analysis, CNA data
5. Provide transition activities for 8th graders and their parents to support formulating an endorsement and four-year plan prior to entering high school. (Target Group: 8th) (Strategic Priorities: 3)	Campus Principal, Counselor(s)	April/May and August	(L)Local Funds	Criteria: Completion of Endorsement Plans, Parent Night Meeting attendance, and Flight School Attendance
6. Regularly evaluate the CTE program to serve current industry needs and seek ways to increase access and proficiency on industry-	Asst Superintendent, Curriculum & Instruction, Campus Principal, CTE Director, Superintendent	March-June	(S)CTE	

REDWATER ISD

- Goal 1.** (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.
- Objective 3.** Provide instructional programs and challenging co-curricular opportunities to support strong college and career readiness and raise the district CCMR indicator to 80% by SY 2023-24.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
recognized certifications. (Target Group: CTE) (Strategic Priorities: 3)				
7. Promote co-curricular activities for CTE programs to enhance student learning and develop leadership and essential skills for employment or post-secondary education. (FFA, HOSA, TAFE, FCCLA, DTV, Robotics) (Target Group: CTE,8th,9th,10th,11th,12th)	Campus Principal, CTE Director			
8. To promote participation in national ACT testing, the high school will maintain testing site status. (Target Group: 10th,11th,12th) (Strategic Priorities: 3)	Campus Testing Coordinator			
9. To promote participation, the high school will administer the ACT on-campus during the regular school day one time per year. (Target Group: 11th) (Strategic Priorities: 3)	Campus Principal, Campus Testing Coordinator	Spring	(S)State	
10. Use MAP data to align instruction to support college readiness standards and better prepare students for ACT/SAT. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Teacher(s)	Sep-Dec-Mar		Criteria: Formative: MAP Reports Summative: ACT/SAT scores
11. Provide a variety of challenging curriculum options to prepare students for college or workplace through advanced/honors classes and GT services. (Target Group: GT,6th,7th,8th,9th,10th,11th,12th)	Asst Superintendent, Curriculum & Instruction, Campus Principal, GT Coordinator	Each semester	(L)Local Funds, (S)Gifted and Talented	
12. Offer students at all campuses an opportunity to participate in Academic UIL enrichment competitions. (Target Group: All)	Campus Administrators, Teacher(s)	Each semester	(L)Local Funds	Criteria: Formative: Recruitment plans, coaching schedule Summative: Participation records
13. To facilitate effective transitions for students from high school to the military, ASVAB testing will be offered. (Target Group: 11th,12th) (Strategic Priorities: 3)	Campus Principal, Counselor(s)	Fall semester		Criteria: Formative: ASVAB registration Summative: ASVAB results, military enlistment

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 3. Provide instructional programs and challenging co-curricular opportunities to support strong college and career readiness and raise the district CCMR indicator to 80% by SY 2023-24.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
14. The high school will host a CTE, co-curricular, and extracurricular showcase for incoming freshmen and their parents to help junior high students transition to high school. (Target Group: CTE,8th)	Campus Administrators, Counselor(s), CTE Director, CTE Teachers, Director of Bands, Fine Arts Teachers, Teacher(s)	Spring	(L)Local Funds	Criteria: Formative: Attendance sheets Summative: Participation in program during high school

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 4. Meet the needs of diverse learners from various backgrounds through a variety of educational opportunities including local, state, and federal programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To support a smooth transition from early childhood programs to kindergarten, the district will provide full-day PreK programs for 4 year olds. To meet the needs of students with disabilities, children ages 3 and 4 will be served through Early Childhood Special Education (ECSE). Teachers will be appropriately certified and will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school. (Target Group: ECD,SPED,AtRisk,PRE K) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Director of Special Services	Every three weeks	(F)IDEA Special Education, (S)Early Childhood Education Allotment, (S)Special Education, (S)State Compensatory - \$30,000	Criteria: Formative: BOY/MOY Assessments Summative: EOY Assessments
2. To provide a well-rounded program of instruction to meet the academic needs of all students, multiple opportunities to participate in fine arts programs offered during the school day and in extra-curricular activities will be afforded to all students. A fine arts teacher for grades PK-3; and music and art teachers for grades 4 and 5; and art teacher for grades 7-12 will be provided. Band teachers for grades 6-12 (middle, junior and high school) and a theatre arts teacher for grades 7-12 will be provided. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Superintendent	Every nine weeks	(L)Local Funds	
3. A full continuum of special education services will be provided for all disabled students. (Target Group: SPED)	Campus Principal, Director of Special Services	Each 9 weeks	(F)IDEA Special Education, (S)Special Education	Criteria: Formative: IEPs, Goal checks, formative assessment data Summative: ARD, State Assessment results
4. Any student who did not perform successfully on one or more state assessments will receive an intensive program of accelerated instruction of no less than 30	Campus Principal, Director of Special Services	Every 9 weeks	(F)ESSER III, (F)IDEA Special Education, (S)Special Education, (S)State Compensatory - \$52,055,	Criteria: Formative: Accelerated Learning Plans, Committee Meeting Notes Summative: State Assessment

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 4. Meet the needs of diverse learners from various backgrounds through a variety of educational opportunities including local, state, and federal programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
hours per subject during the school year and extended school year designed to meet their individual academic needs. (HB 4545) (Target Group: AtRisk)			(S)State Compensatory FTE - 0.63	Results
5. Utilize the Gifted and Talented program to enhance the learning experiences of identified students in alignment with the District Gifted/Talented service plan (posted on Website) and in compliance with the state's Gifted/Talented Plan. (Target Group: GT)	Asst Superintendent, Curriculum & Instruction, Campus Principal, GT Coordinator, Instructional Technology Integration Specialist	Each semester	(L)Local Funds, (S)Gifted and Talented	Criteria: Formative: GT training certificates, Lesson Plans, PLC Agendas, DI practices Summative: State assessment results, Destination Imagination participation
6. Provide additional support to English Learners to ensure they have the foundational skills to meet grade level challenges and academic skills. (Target Group: ESL) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal, ESL Coordinator	Every nine weeks		Criteria: Formative: Home language surveys, pre-assessments, formative assessment tools Summative: State assessment results including TELPAS and STAAR
7. Identify migrant students using Home Language Surveys and migrant forms to serve them according to their individual needs which may include extended year services. (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 2)	Campus Principal, Counselor(s), ESL Coordinator	August/upon enrollment	(F)Title III Bilingual / ESL, (S)State	Criteria: Formative: Migrant forms, Language Surveys, Progress reports Summative: State assessment results
8. Dyslexia therapists will serve identified students in Grades 2-12 using the Take Flight program. (Target Group: Dys) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Dyslexia Teacher	Every nine weeks	(L)Local Funds, (S)Dyslexia, (S)State Compensatory - \$1,200	Criteria: Formative: Dyslexia class progress, BOY-MOY-EOY reading assessments, progress monitoring program/Lexia reports, Summative: Annual assessments, state assessments

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 4. Meet the needs of diverse learners from various backgrounds through a variety of educational opportunities including local, state, and federal programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Paraprofessionals (under the direction of a teacher) will offer small-group or one-on-one instruction in a classroom, library, or lab setting and when needed, provide personal care for students. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Director of Special Services	Every nine weeks	(F)IDEA Special Education, (F)Title I - \$18,500, (F)Title I FTE - 1, (L)Local Funds, (S)Special Education	Criteria: Formative: paraprofessional schedules Summative: State and other assessment results
10. Provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services as needed to support their academic and physical needs as well as their social emotional well being. (Title I SW Elements: 2.6) (Target Group: All)	Campus Principal, Counselor(s)	Monthly	(F)Title I	Criteria: Progress reports End of year data
11. Students at-risk of failing a course or dropping out will be provided the opportunity during the school year to participate in online programs for Grade Repair (in-person/afterschool following the first nine week grading period) or Credit Recovery during the school day to earn credit to graduate on-time utilizing web-based programs. (Title I SW Elements: 2.6) (Target Group: AtRisk,9th,10th,11th,12th)	Campus Principal, Counselor(s)	Nine weeks	(S)State Compensatory - \$10,000, (S)State Compensatory FTE - 4	Criteria: Formative: Progress or grade reports Summative: Course completion reports, Promotion, Graduation rate
12. Extended school year/summer programs will be offered to address academic needs related to reading and math deficits based on assessment data (Grade K-2), failure of math or ELAR courses (K-8), accelerated instruction for students not achieving approaches grade level on any STAAR tested subject (Grades 3-HS). (Title I SW Elements: 2.6) (Target Group: AtRisk)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Summer	(F)ESSER III - \$10,000, (S)State Compensatory - \$35,000, (S)State Compensatory FTE - 10	Criteria: Formative: Student rosters, web-based program progress reports Summative: Course Completion reports, State assessment results, graduation rate
13. Students at risk of dropping out will be provided with the opportunity for credit recovery utilizing online software during the extended school year period. (Target Group:	Campus Principal	Summer	(S)State Compensatory - \$10,000	Criteria: Formative: Course progress checks, progress reports Summative: Course completion reports, Transcripts

REDWATER ISD

Goal 1. (Priority: Teaching and Learning/Academic Achievement) The district will provide superior instructional programs to achieve high levels of learning to cultivate academic curiosity.

Objective 4. Meet the needs of diverse learners from various backgrounds through a variety of educational opportunities including local, state, and federal programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AtRisk,9th,10th,11th,12th)				

REDWATER ISD

Goal 2. (Priority: Recruitment, Retention, and Professional Learning) The district will function as a Professional Learning Community investing in the collaboration and growth of staff and students while fostering a shared vision.

Objective 1. The district will recruit, support, and retain high-quality personnel and sustain a school culture which makes this the district of choice for employees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will actively recruit appropriately certified, competent applicants, including minority applicants through job fairs, posting job vacancies in multiple locations including but not limited to the the EASY system through Region 8 and the district Website. (Target Group: All)	Campus Principal, Human Resources, Superintendent	April-July		Criteria: Formative: Applications Summative: % of qualified applicants
2. The person or committee responsible for hiring will follow established procedures to ensure applicants are certified and qualified for the position. (Target Group: All)	Athletic Director, Campus Principal, Superintendent			Criteria: Hiring procedure documentation
3. To attract and retain appropriately certified personnel, the district will pay a minimum of \$3,000 above state salary base, maintain a competitive salary schedule for the area, and offer stipends for teachers in critical shortage areas. (Target Group: All)	Director of Finance, Superintendent	June-July		Criteria: % of qualified applicants
4. Mentors will be assigned to new personnel to assist with transitioning to the district and/or entering the teaching profession. (Target Group: All)	Campus Principal	August		
5. A descriptive list of district/campus non-financial incentives will be developed by April 1 to assist with teacher recruitment. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Administrators	Feb-Apr		Criteria: Summative: Retention rate, % of qualified applicants
6. Evaluate and improve district and campus on-boarding to adequately prepare new personnel for their assignment and sustain a positive climate and culture. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Administrators	May-July		Criteria: Formative: staff surveys Summative: retention rate

REDWATER ISD

Goal 2. (Priority: Recruitment, Retention, and Professional Learning) The district will function as a Professional Learning Community investing in the collaboration and growth of staff and students while fostering a shared vision.

Objective 2. Redwater ISD will provide continuous and meaningful professional development to build a foundation for high levels of learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District staff will participate in professional development to learn how to work collaboratively in recurring cycles of collective inquiry and action research to increase learning for every student. (Professional Learning Communities) (Target Group: All) (Strategic Priorities: 1)	Asst Superintendent, Curriculum & Instruction, Superintendent	Aug-Oct-Dec/Spring	(F)ESSER III, (F)Title I	Criteria: Formative: Attendance records Summative: PLC Calendar, participant feedback, student achievement
2. Teachers will engage in an ongoing process in which they work collaboratively in recurring cycles of collective inquiry and action research to grow professionally and achieve better results for the students they serve. (Professional Learning Communities) (Target Group: All) (Strategic Priorities: 1,2)	Campus Principal, Superintendent	Weekly		Criteria: Formative: PLC Agendas Summative: Teacher appraisal, state assessment results
3. Teachers will have opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially At-Risk and economically disadvantaged students, through professional development in all academic areas. Services are contracted through Region VIII ESC and state and local professional conferences. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Each nine weeks/June-July	(F)Title I, (L)Local Funds, (S)State Compensatory	Criteria: Formative: student progress data, reports, Summative: State Assessment, Meeting federal targets
4. A shared vision of growth mindset will be fostered through the district's diversified professional development experiences. (Target Group: All) (Strategic Priorities: 1)	Asst Superintendent, Curriculum & Instruction, Campus Administrators, Superintendent	Quarterly		
5. All teachers will be provided with ongoing technology integration in the form of specially designed workshops and individualized coaching opportunities for incorporating the use of technology equipment and software to facilitate instruction and improve student engagement and achievement. Administrators	Asst Superintendent, Curriculum & Instruction, Director of Technology, Instructional Technology Integration Specialist	Every nine weeks/June-Aug	(F)Title IIA Principal and Teacher Improvement, (F)Title IV, (L)Local Funds	

REDWATER ISD

Goal 2. (Priority: Recruitment, Retention, and Professional Learning) The district will function as a Professional Learning Community investing in the collaboration and growth of staff and students while fostering a shared vision.

Objective 2. Redwater ISD will provide continuous and meaningful professional development to build a foundation for high levels of learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and assistants will receive technology support for administrative software and hardware. (Target Group: All) (Strategic Priorities: 1)				

REDWATER ISD

Goal 3. (Priority: Social and Emotional Health and School Safety) The district will provide all learners with a safe, secure, nurturing, and positive learning environment.

Objective 1. Redwater ISD will have an emergency plan in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RISD will continue to evaluate and update the emergency operation plan and train district staff. (Target Group: All)	Campus Administrators, Student Resource Officer, Superintendent	Annually		
2. Campuses will post emergency drills and evacuation maps in classrooms. (Target Group: All)	Campus Principal	Annually		
3. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan. (Target Group: All)	Campus Principal, Counselor(s), Superintendent	August		
4. Emergency drills will be executed for various scenarios throughout the year. Students will practice how to respond to an armed intruder. (Target Group: All)	Campus Administrators, Student Resource Officer	Annually		
5. The district will continue to employ a student resource officer (SRO) to patrol all four campuses and work with local law enforcement to protect and serve the students, staff, and community. (Target Group: All)	Superintendent	Annually		

REDWATER ISD

Goal 3. (Priority: Social and Emotional Health and School Safety) The district will provide all learners with a safe, secure, nurturing, and positive learning environment.

Objective 2. Redwater ISD will implement consistent protocols and guidelines to support the social-emotional well being, health, safety, and security of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Training will be provided to all staff to support consistent school and personal safety and health practices including suicide awareness, the signs of physical and sexual abuse and responsibility of reporting, and how to prevent/minimize exposure to COVID-19 and bloodborne pathogens. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Nurse, Student Resource Officer	Annually		Criteria: Formative: State required training documents, district training plan Summative: Training records
2. Training for teachers, assistants, and administrators will be provided in areas of conflict resolution, discipline strategies/classroom management and student code of conduct. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal	August and as needed	(L)Local Funds	
3. A comprehensive school counseling program with a developmental guidance plan will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty, and concern for others and reduce the threat of student violence (including dating violence), bullying, and suicide. (Target Group: All)	Campus Principal, Counselor(s)	Annually	(O)Region 8	Criteria: Formative: Region 8 Training, Evaluation of plan Summative: Guidance Plan, Counseling records
4. At a minimum, all coaches, PE teachers, band directors, cheer sponsors, and student organization sponsors will be trained in first aid, AED, and CPR. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Athletic Director, Nurse	Annually		Criteria: Formative: List of certified staff and expiration dates Summative: Participation/Attendance records or certificates
5. The School Health Advisory Council will review the Redwater ISD School Wellness Policy to promote healthy lifestyles for all students and staff and determine the best way to communicate updates and changes. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Nurse	Annually		Criteria: Formative: SHAC Meeting agenda Summative: Meeting notes
6. The School Health Advisory Council will continue to explore and recommend K-8 coordinated programs to support health	Asst Superintendent, Curriculum & Instruction, Nurse	Annually		

REDWATER ISD

Goal 3. (Priority: Social and Emotional Health and School Safety) The district will provide all learners with a safe, secure, nurturing, and positive learning environment.

Objective 2. Redwater ISD will implement consistent protocols and guidelines to support the social-emotional well being, health, safety, and security of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
education for students in K-8. (Target Group: K,1st,2nd,3rd,4th,5th,6th,7th ,8th)				
7. Programs supporting social-emotional well being will be implemented at each campus. (Target Group: All)	Counselor(s)	Every nine weeks	(F)ESSER III	
8. Educators will be provided with the tools needed to become familiar with human trafficking to empower them to recognize risk factors and indicators, identify potential victims and report as legally required. The district will provide training through EduHero courses and Texas RISE to the Challenge. (Target Group: All)	Asst Superintendent, Curriculum & Instruction	Annually	(L)Local Funds	Criteria: Formative: EduHero Training Plans Summative: Certificates of completion
9. An anonymous reporting system for bullying will be provided via the district Website. All reports will be directed to the appropriate campus administrator and the superintendent to receive immediate attention. The system will be evaluated annually for effectiveness. (Target Group: All)	Campus Principal, Superintendent	Ongoing/Annually		
10. Behavior intervention and academic services will be provided to students placed in a Disciplinary Alternative Education Program (DAEP). Students will be supervised and instructed by certified educators at the Buddy Alford DAEP Cooperative at New Boston ISD. (Target Group: AtRisk)	Campus Principal	Each nine weeks	(S)State Compensatory - \$65,000	
11. AEDs will be placed in strategic locations throughout the district with at least one per campus. (Target Group: All)	Nurse	Annually	(L)Local Funds	
12. The district's Traumatic Injury Response Protocol (see attachment) has been developed and will be reviewed and updated annually as required by TX HB469 Sec. 38.030. The required bleeding control stations will be	Asst Superintendent, Curriculum & Instruction, Nurse, Student Resource Officer	Annually	(L)Local Funds	

REDWATER ISD

Goal 3. (Priority: Social and Emotional Health and School Safety) The district will provide all learners with a safe, secure, nurturing, and positive learning environment.

Objective 2. Redwater ISD will implement consistent protocols and guidelines to support the social-emotional well being, health, safety, and security of all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
located with each AED. All personnel participate in Stop the Bleed training. Students in grades 7-12 will be offered the opportunity to be trained in Stop the Bleed. (Target Group: All)				
13. Through the transportation cooperative, video cameras with remote access will be maintained on buses to aid in monitoring student safety and security. (Target Group: All)	Superintendent, Transportation Coordinator	Annually	(O)Bowie County Transportation Cooperative	
14. To identify and respond appropriately to students who have experienced trauma, all staff will be trained on trauma informed care using TEA approved resources. (FFBA Local - Crisis Intervention attached) (Target Group: All)	Asst Superintendent, Curriculum & Instruction	June-December		Criteria: Summative: Course completion certificates

REDWATER ISD

Goal 3. (Priority: Social and Emotional Health and School Safety) The district will provide all learners with a safe, secure, nurturing, and positive learning environment.

Objective 3. Programs and protocols will be in place to promote healthy choices and behavior and address drug use.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The high school and junior high will continue mandatory student drug testing for students participating in extracurricular activities. (Target Group: 7th ,8th,9th,10th,11th,12th)	Campus Principal, Superintendent	3-4 times per year	(L)Local Funds	Criteria: Summative: Drug testing reports
2. Students in grades 5-8 will participate, with parent permission, in the ESTEEM program to practice informed and healthy personal decisions making. Teaching staff will go through the required training to assure fidelity of instruction. (Target Group: 5th,6th,7th ,8th)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Counselor(s)	Semester	(F)ESSER III	Criteria: Formative: Lesson plans Summative: Student feedback, Discipline data
3. Canine services will be used to identify banned substances and materials. (Target Group: 4th,5th,6th,7th ,8th,9th,10th,11th,12th)	Campus Principal, Local Law Enforcement, Student Resource Officer, Superintendent	2-4 times per year	(L)Local Funds	
4. Teachers will be trained to identify and report possible drug use. (Target Group: All)	Asst Superintendent, Curriculum & Instruction	Annually	(L)Local Funds	
5. To reduce overuse and incidences of students being removed from the classroom, teachers will utilize prevention based interventions such as redirection, de-escalation, and recognition. (Target Group: All)	Campus Administrators, Counselor(s)	Every nine weeks	(L)Local Funds	Criteria: Summative - Formative: Walk through's Summative: Discipline referrals
6. Each campus will offer positive behavior interventions and support, including interventions and supports that integrate best practices on grief-informed and trauma-informed care. (Target Group: All)	Campus Principal, Counselor(s)			

REDWATER ISD

Goal 3. (Priority: Social and Emotional Health and School Safety) The district will provide all learners with a safe, secure, nurturing, and positive learning environment.

Objective 4. A safe and secure digital learning environment will be provided by the district which promotes Digital Citizenship and internet safety for all learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater ISD will use and evaluate up-to-date technology solutions to enhance safety and security for all students and staff. (Target Group: All)	Director of Technology	Weekly	(L)Local Funds	
2. Students and teachers will be trained in digital citizenship and internet safety to ensure best practices are utilized for online learning and access of information and images. (Target Group: All)	Director of Technology, Instructional Technology Integration Specialist	Annually	(F)Title IV, (L)Local Funds	
3. The district technology infrastructure will include firewalls and content filtering software to support student safety and and district digital security. (Target Group: All)	Director of Technology	Daily		
4. Staff and students will be trained in protocols to protect and lengthen the life of technology equipment, including student Chromebooks. (Target Group: All)	Campus Principal, Director of Technology, Instructional Technology Integration Specialist	Annually		
5. Digital device management software will be used to monitor student usage and provide access to the appropriate learning tools. (Target Group: All)	Director of Technology	Daily	(L)Local Funds	

REDWATER ISD

Goal 4. (Priority: Community and Relationships) The district will engage parents and community in meaningful partnerships to support the educational experience of all learners.

Objective 1. No less than 70% of Redwater ISD parents/families will be meaningfully engaged in their child's learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Understanding that current research on parental engagement indicates that predictors of student achievement in school includes a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. (Target Group: All)</p>	<p>Asst Superintendent, Curriculum & Instruction, Campus Principal</p>	<p>Annually</p>		<p>Criteria: Formative: Planning documents, Communication artifacts Summative: Sign In Sheets, Student Achievement, Survey Results</p>
<p>2. The district will promote campus and district events and activities to increase family and parent engagement through in-person and virtual meetings, events, workshops, performances, and showcases. (Target Group: All)</p>	<p>Campus Principal</p>	<p>Monthly</p>		<p>Criteria: Formative: Website, Facebook and enotes communications Summative: Sign in sheets or other methods of measuring attendance</p>
<p>3. Realizing the important role that parents play in their children's education and recognizing parental input as an important component of school improvement, parents, guardians, and students' family members will serve on the district education improvement committee, the School Health Advisory Committee and other applicable committees (Target Group: All)</p>	<p>Asst Superintendent, Curriculum & Instruction, Campus Principal, Nurse, Superintendent</p>	<p>Multiple times per year</p>		<p>Criteria: Formative: Invitations, Agendas Summative: Meeting notes, Attendance documents</p>
<p>4. Various ways of communicating student academic progress and attendance will be maintained including but not limited to the grade reports, progress reports, 24/7 online grade viewer, enotes, emails, notes, and phone calls to support parent involvement in their child's education. (Target Group: All)</p>	<p>Campus Principal, Teacher(s)</p>	<p>Every 3 weeks</p>		

REDWATER ISD

Goal 4. (Priority: Community and Relationships) The district will engage parents and community in meaningful partnerships to support the educational experience of all learners.

Objective 1. No less than 70% of Redwater ISD parents/families will be meaningfully engaged in their child’s learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Parents will be offered multiple opportunities to learn about Title I funding and the opportunity to provide input and feedback regarding parent-family engagement policies and school-parent compact to reflect current needs. (Title I SW Elements: 3.1,3.2) (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Annually		Criteria: Formative: Meeting invitations, agendas Summative: Meeting notes, Attendance documentation
6. The district views parents, families, and community members as partners and will keep them informed of initiatives, programs, and improvement plans using a variety of communication methods such as enotes (text messages/email), Website, and social media. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Director of Technology, Program Directors	At least semi-annually		Criteria: Formative: Communication documents Summative: Survey/Feedback regarding quality of district communication
7. The district will distribute family/parent surveys each spring and integrate the data as part of the Comprehensive Needs Assessment process. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal	Each spring (Mar-May)		Criteria: Survey data
8. Opportunities for parents to volunteer by joining various organizations or committees which benefit the district, campuses, and student groups will be communicated. (Target Group: All)	Booster Clubs, Campus Principal, Program Directors, PTA			
9. Opportunities for families and parents to engage with teachers and campuses will be offered through events such as Meet the Teacher night, open house, parent-teacher conferences, college financial aid information nights, orientations for transitioning to the next campus, four-year planning for high school, Thanksgiving lunch, academic showcase, fine arts showcase and more. (Target Group: All)	Campus Principal, Counselor(s), Program Directors	Semester		Criteria: Formative: Calendar of Events, communication documents Summative: Attendance documentation
10. To improve communication and the access to relevant and up-to-date information, the district will create a plan for redesigning the current website or contracting with a different	Asst Superintendent, Curriculum & Instruction, Director of Technology, Instructional Technology Integration	Spring		Criteria: Summative: Stakeholder feedback, Web services reports

REDWATER ISD

Goal 4. (Priority: Community and Relationships) The district will engage parents and community in meaningful partnerships to support the educational experience of all learners.

Objective 1. No less than 70% of Redwater ISD parents/families will be meaningfully engaged in their child's learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
vendor for better design features. (Target Group: All)	Specialist, Superintendent			

REDWATER ISD

Goal 4. (Priority: Community and Relationships) The district will engage parents and community in meaningful partnerships to support the educational experience of all learners.

Objective 2. The district will seek partnerships with businesses and community/regional organizations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will continue to develop/maintain relationships with Texarkana College and Texas A&M University to provide support/resources to enhance community partnerships. (Target Group: All) (Strategic Priorities: 3)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Superintendent	Semester		Criteria: Formative: College agreement, dual credit enrollment, workforce enrollment, student teacher interviews Summative: Dual Credit Completion, Workforce Completion, Student Teaching Completion
2. The district will maintain existing community partnerships and explore additional opportunities to increase representation of stakeholders to increase community engagement. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Superintendent	Annually		
3. The district will use social media, newspaper, and district Website to communicate district and campus information to build and promote community relations and partnerships. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Program Directors, PTA, RISD Education Foundation, Superintendent	Every nine weeks		
4. Representatives from partnership organizations and community members will be invited to serve on district or school committees. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Principal, Superintendent	Annually		Criteria: Formative: Communication documentation/invitation Summative: Attendance documents, meeting minutes

REDWATER ISD

Goal 5. (Priority: Facilities and Finance) The district will evaluate efficiency measures and opportunities to ensure optimal utilization of all resources.

Objective 1. Decisions regarding allocation of resources will be made in collaboration with stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District Advisory Committee will evaluate the effectiveness of state and federal funded programs on an annual basis. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Campus Administrators, Superintendent	Annually		
2. The acquisition and utilization of instructional materials and equipment will be monitored to assure effective use of district funds (local, state, and federal). (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Director of Finance, Director of Technology	Quarterly		
3. The technology plan will be reinstated to reflect short and long range goals to facilitate proper budgeting and ensure students, teachers, and staff have access to technology based tools, enabling them to gather, manage, analyze, produce, and present information. (Target Group: All)	Director of Technology, Superintendent	Annually		
4. A digital system for submitting purchase requests will be designed and implemented with the start of the 2022-23 budget year to align funds with educational needs, prioritize expenditures, and create a digital trail for documentation while reducing paper. (Target Group: All)	Asst Superintendent, Curriculum & Instruction, Director of Finance, Director of Technology	April-August 2022		Criteria: Formative: Agendas, Meeting and design notes, trial implementation with selected staff Summative: Feedback from staff on system implementation, Purchase Request documents

Resources

Resource	Source	Amount
ESSER III	Federal	
IDEA Special Education	Federal	
Title I	Federal	
Title I FTE	Federal	
Title IIA Principal and Teacher Improvement	Federal	
Title IV	Federal	
Early Childhood Education Allotment	State	
Special Education	State	
State Compensatory	State	\$481,455
State Compensatory FTE	State	3.43

Texas Education Agency
2021 Accountability Ratings Overall Summary
REDWATER ISD (019906)

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	54
College, Career and Military Readiness	72
Graduation Rate	99
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 41.0%)	63
Closing the Gaps % of Indicators Met	
Academic Achievement Status	77%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	45%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	99%

Distinction Designations

Distinction designations were not awarded in 2021.

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

Redwater ISD Traumatic Injury Response

Introduction:

TX HB469 Sec. 38.030. TRAUMATIC INJURY RESPONSE PROTOCOL. (A) Each school district and open-enrollment charter school shall develop and annually make available a protocol for school employees and volunteers to follow in the event of a traumatic injury.

Inclusive System:

Major trauma patients are those with either a severe injury or a risk for severe injury. A severe injury is one that could result in morbidity or mortality.

Patient Identification:

One characteristic of an inclusive trauma system is patient triage designed to care for major trauma patients by matching patient severity in a timely manner.

Traumatic Injury Training:

Stop The Bleed is the approved Traumatic Injury Response training that will be used to train our staff and students. Designated staff members and students between 7th - 12th grade will receive the training.

Bleeding Control Stations:

The required bleeding control stations will be located with each AED. The bleeding control stations will include tourniquets, chest seals, compression bandages, bleeding control bandages, space emergency blankets, latex-free gloves, markers, scissors, and instructional documents.

Traumatic Injury Procedure:

Follow the Save a Life algorithm and Stop the Bleed traumatic injury steps.

Save a life

What everyone should know to stop bleeding after an injury



Ensure your safety.



Look for **life-threatening bleeding**.



Is a **trauma first-aid kit** available?



No



Yes

Where is the wound?

Arm
Leg



Neck
Shoulder
Groin

- ▼ Use any **clean cloth**.
- ▼ Apply steady **direct pressure** directly on the wound.

Is a **tourniquet** available?

Yes

No

- ▼ Apply **above the bleeding site**.
- ▼ **Tighten** until the bleeding stops.

- ▼ **Pack the wound** with bleeding control (hemostatic) gauze (preferred), any gauze, or clean cloth.
- ▼ Apply steady **direct pressure**.



No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

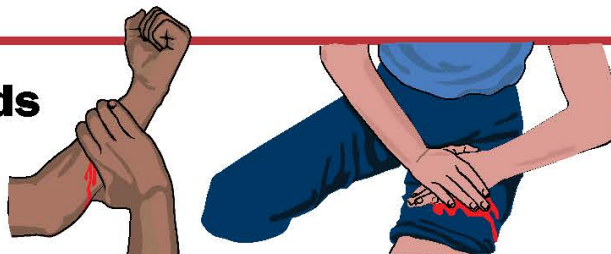
Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.



2. Apply Dressing and Press

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.



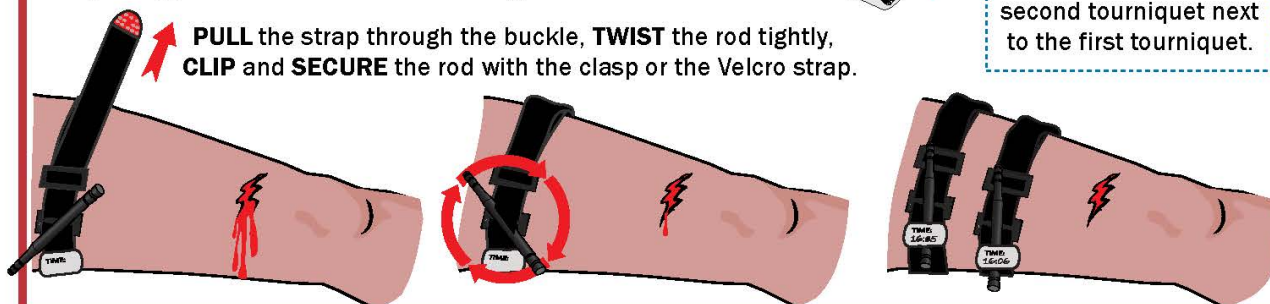
3. Apply Tourniquet(s)

If the bleeding doesn't stop, place a tourniquet as high on the extremity as possible above the wound. The tourniquet may be applied and secured over clothing.



If the bleeding still doesn't stop, place a second tourniquet next to the first tourniquet.

PULL the strap through the buckle, **TWIST** the rod tightly, **CLIP** and **SECURE** the rod with the clasp or the Velcro strap.



The 'Stop the Bleed' campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the 'Stop the Bleed' logo and phrase.



Homeland Security

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has cause to believe that an adult was a victim of abuse or neglect as a child

and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>