Burkburnett Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement
Burkburnett ISD, an environment of exploration where students
...Discover the value of learning,
...Increase their passion,
...Maximize their potential.

Vision

Transforming learning to inspire ALL students in an ever-changing world.

Core Beliefs

STUDENTS ARE OUR TOP PRIORITY. THEREFORE WE BELIEVE:

- Formal education is a beginning; a tool to be utilized as students endeavor to pursue their individual passions
- Everyone should be afforded the same educational opportunities dedicated to unlocking their unique purpose and potential
- All students can be inspired to become productive risk-takers and problem-solvers
- In attracting, retaining and empowering professionals who inspire and create passion for lifelong learning in all students
- Education should occur in a safe, secure, and nurturing environment, conducive to learning
- Learning best occurs through effective collaboration among students, parents and guardians, educators and the community as active, engaged participants
- Technology and next generation learning should be embraced and utilized appropriately

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Comprehensive Needs Assessment

Revised/Approved: June 24, 2021

Demographics

Demographics Summary

Burkburnett ISD serves 3,258 students Headstart through 12. The student population is 6.6% African American, 17.5 Hispanic, 65% White, 1% American Indian, Asian, and Pacific Islander, and 8.3% two or more races. The district is 48% economically disadavantaged, and 41% At-Risk. We service 275 504 students, 64 EL students, 174 students with Dyslexia, 7 students in foster care, 84 Homeless, 15 immigrant students, and 588 military connected students. We had 77 students w/ a disciplinary placement during the 2018-2019 school year. This is a very low percentage of students and shows that discipline is not a big issue. The district mobility rate is at 14%. Because of our connection to Sheppard Airforce base we have many students moving in and out. Average class size k-6 is 18 students per room. The average class size 7-12 is 15 students per class. The district attendance rate has held steady at 95% for a three year period. This matchs up with the state average over the same time period. The district drop out rate for the 2018-2019 school year is .5%. The state average is 1.9%. The graduation rate for the class of 2019 was 94 % as compared to the states 90% rate.

Burkburnett ISd has a total staff of 500 people. 243 staff members are teachers and 49 are professional support. 4% of teachers are African American,5.7% Hispanic, 88% white. 79% of teachers are female. 28% of teachers have a masters degree or higher. Teacher turnover rate is 15%

In 2018, Burkburnett, TX had a population of 11.2k people with a median age of 41.2 and a median household income of $48,059. Between 2017 and 2018 the population of Burkburnett, TX grew from 11,100 to 11,170, a 0.631% increase and its median household income declined from $50,112 to $48,059, a -4.1% decrease.

The 5 largest ethnic groups in Burkburnett, TX are White (Non-Hispanic) (81.6%), White (Hispanic) (5.68%), Black or African American (Non-Hispanic) (4%), Other (Hispanic) (3.86%), and Two+ (Non-Hispanic) (1.4%). 0% of the people in Burkburnett, TX speak a non-English language, and 99.6% are U.S. citizens.

Demographics Strengths

BISD student population has held steady or increased over a three year time period. The distrcit drop out rate is >5 %, this is far below the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teacher turnover rate is 15% **Root Cause:** It has become much more difficult to be a teacher and a larger near by district has a higher pay skill.

Student Learning

Student Learning Summary

According to the TAPR report for 2018-2019: 17% of students in the district mastered all subjects as measured by the STAAR assessment. 40% of students met grade level expectations and 71% were at the approaching level. In ELA/Reading, 67% approached, 38% met, and 15% mastered grade level expectations. In Math, 77% approached, 42% met, and 19% mastered grade level expectations. In Writing, 62% approached, 28% met, and 7% mastered grade level expectations. In Science, 75% approached, 46% met, and 21% mastered grade level expectations. In Social Studies, 73% approached, 46% met, and 28% mastered grade level expectations.

STAAR was not administered in 2019-2020 due to the COVID-19 pandemic.

MAP growth tests for winter (mid-year) 2020-2021 indicated the following achievement data based on normed comparative reports.

Math:

- Alg I & Geometry -Above Target
- Math 6-8 -Below target
- Math 3-5 -Slightly below target
- Math K-2 - Slightly below target

Reading

- Grades 9-11 -Below target
- Grades 6-8 - On target
- Grades 3-5 - Slightly below target
- Grades K-2 - Slightly below target

Language Use (Writing)

- Grades 9-11 -Below target
- Grades 6-8 - On target
- Grades 2-5 - Slightly below target

Science

- Grades 6-8 - Slightly below target
- Grades 2-5 - On target

Project Based learning continued on all campuses at all levels despite the Covid-19 pandemic. Burkburnett High School won the District UIL academic meet in Spring 2021. The district had a 5-year graduation rate of 94.1% for the class of 2018 (lagging data).

For Pre-K and HeadStart, the CIRCLE Progress Monitoring was given at the beginning and end of year.

The accountability ratings for the 2020-2021 school year were declared a state of emergency so no ratings were given. Previous year campus ratings are as follow:

- BHS, B, Additional Targeted Support for Domain 3 (learning gaps)

- BMS, D, Comprehensive Campus with Progress
- Overton Ray, C, Targeted Support for Domain 3 (learning gaps)
- Tower, C, Targeted Support for Domain 3 (learning gaps)

The RDA report indicated assistance needed for ELA STAAR and EOC performance for SpEd students. It also showed disproportionality of SpEd disciplinary placements for African American males.

Student Learning Strengths

- MAP testing for Winter 2020-2021 show above target progress in Algebra I and Geometry.
- Burkburnett High School won the 2021 Spring UIL district meet.
- PBL projects continued at all campuses during Covid-19.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Alignment of curriculum, instruction and assessment to TEKS is crucial to students' academic growth. **Root Cause:** Still developing capacity for data driven instruction

Problem Statement 2 (Prioritized): Students are overall showing a lack of growth in all areas per local MAPP testing data. **Root Cause:** Instructional time missed by students because of the COVID-19 Virus has led to a flatline in growth for many students.

Problem Statement 3 (Prioritized): PBL projects declined. **Root Cause:** Covid-19

District Processes & Programs

District Processes & Programs Summary

ESf 4.1 Curriculumn is aligned with TEKS resource system and there is a year long Scope and sequence in place.

ESF 5.1 and 5.3 We are a 1-1 to one technology district with a tech. integration plan specific to grade bands.

RTI and collaborative team time is embedded in the master schedule at each campus.

Our SPED programs are mostly inclusion driven. Self contained students are involved in Unified Champions program to provide quality peer interaction.

We are a 100% highly qualified district

District Processes & Programs Strengths

We have many processes and programs in place to foster collaboration and provide RTI.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all collaborative teams are functioning at high levels. **Root Cause:** Inconsistency within team and leadership capacity.

Perceptions

Perceptions Summary

The district continues to focus on 3 areas:

1. Professional Learning Communities
2. Project Based Learning
3. Community Based Accountability

We as a district believe that collaboration is the highest leverage tool to improve our students learning. Brandon Jones from Solution Tree met with District and Campus administrators and teacher leaders to discuss continued improvement in the PLC process. Regina Owens was in the district on April 21st to continue this process. Anthony Muhamad will provide beginning of the year PD for all staff in August. We are focusing are collaboration on data and using the data to drive student outcomes.

We as a district will continue to use Project Based Learning to increases student engagement and tie learning to the real world.

The district Community Based Acountability Committee continues to develop a community based accountability system that reflects the values of our community and not a one day snapshot of learning.

As a district our CTE programs continue to grow. The district has purchased facilities to expand our programs. A BHS fire academy will begin training students to become certified firefighters in the fall of 2021. Programs like nursing, and cosmetology are sending student in to the work force prepared to find a job.

Perceptions Strengths

- The district Community Based Acountability Committee is making great strides in providing Community Based Accountability for our district.
- CTE programs continue to grow.
- District Leaders have recieved training on the refocusing of the PLC process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Current state accountability is focused on STAAR scores. **Root Cause:** TEA Mandate

Priority Problem Statements

Problem Statement 1: Students are overall showing a lack of growth in all areas per local MAPP testing data.
Root Cause 1: Instructional time missed by students because of the COVID-19 Virus has led to a flatline in growth for many students.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Not all collaborative teams are functioning at high levels.
Root Cause 2: Inconsistency within team and leadership capacity.
Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Alignment of curriculum, instruction and assessment to TEKS is crucial to students' academic growth.
Root Cause 3: Still developing capacity for data driven instruction
Problem Statement 3 Areas: Student Learning

Problem Statement 4: PBL projects declined.
Root Cause 4: Covid-19
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Current state accountability is focused on STAAR scores.
Root Cause 5: TEA Mandate
Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- RDA data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: June 24, 2021

Goal 1: The district will focus on alignment of curriculum, instruction, and assessment to cultivate one year of growth for each student.

Performance Objective 1: Facilitate learning that enable students to show academic growth of at least 5%for 2021-2022.

HB3 Goal

Evaluation Data Sources: lesson plans, MAP growth data

Strategy 1 Details	Reviews			
Strategy 1: Provide additional planning days throughout the year for teachers and administrators to work with MAP Growth data and plan for intervention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Intervention for struggling students will be better targeted. **Staff Responsible for Monitoring:** Asst Supt of C&I **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 2 **Funding Sources:** Campus supplies for data driven instruction - 211 Title 1 Funds				

Strategy 2 Details	Reviews			
Strategy 2: Region 9 ESC will provide training to Design Team and Campus Admin on writing high-quality assessments and effectively using data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and administrators will increase proficiency in assessment-writing. **Staff Responsible for Monitoring:** Asst Supt of C&I **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Support and train current teachers, as well as new teachers, on using PBL as an instructional model.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased collaboration, communication, and critical thinking skills **Staff Responsible for Monitoring:** Asst Supt of C&I, District Content Coordinators, Campus Innovation Specialists, Campus Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 3				

Strategy 4 Details	Reviews			
Strategy 4: The district will employ teachers and paraprofessionals who target support for struggling students to increase academic success.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Academic growth of targeted students as evidenced by local assessments, MAP Growth, and state-mandated assessments **Staff Responsible for Monitoring:** Campus Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 2 **Funding Sources:** - State Compensatory Education Funds, - 211 Title 1 Funds				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Alignment of curriculum, instruction and assessment to TEKS is crucial to students' academic growth. **Root Cause**: Still developing capacity for data driven instruction
Problem Statement 2: Students are overall showing a lack of growth in all areas per local MAPP testing data. **Root Cause**: Instructional time missed by students because of the COVID-19 Virus has led to a flatline in growth for many students.
Problem Statement 3: PBL projects declined. **Root Cause**: Covid-19

Goal 1: The district will focus on alignment of curriculum, instruction, and assessment to cultivate one year of growth for each student.

Performance Objective 2: BISD will employ strategies to improve CCMR

    HB3 Goal

    Evaluation Data Sources: CCMR data,

Strategy 1 Details	Reviews			
Strategy 1: The district will partner with Vernon College and MSU to offer a variety of expanded learning opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased college readiness
    Staff Responsible for Monitoring: BHS Principal, Asst Supt C&I
    Title I Schoolwide Elements: 2.4, 2.5
    Funding Sources: - 289 Title IV				

Strategy 2 Details	**Reviews**			
Strategy 2: BISD will employ a College and Career counselor to help students transition from high school to the real world.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: More students transitioning to higher education or careers.
    Staff Responsible for Monitoring: College and Career Counselor
    Funding Sources: Salary - 211 Title 1 Funds				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: The district will focus on alignment of curriculum, instruction, and assessment to cultivate one year of growth for each student.

Performance Objective 3: The district will attain the following annual student performance goals for 2021-2022 as required by HB3:
Tower math performance - 56% of PK students at grade level, 56% of K students at grade level, 40% of grades 1-3 students at grade level; Tower literacy performance - 77% of PK students at grade level, 79% of K students at grade level, 42% of grades 1-3 students at grade level; Evans math performance - 34% of PK students at grade level, 59% of K students at grade level, 75% of grades 1-2 students at grade level; Evans literacy performance - 30% of PK students at grade level, 44% of K students at grade level, 59% of grades 1-2 students at grade level; Overton Ray math performance - 46% of grade 3 students at grade level; Overton Ray literacy performance - 43% of grade 3 students at grade level; BHS non CTE students - 48% meeting CCMR criteria, college-bound - 40% meeting TSI CCMR criteria, CTE - 36% meeting CCMR criteria; Gateway - 7% of graduates meeting TSI CCMR criteria.

HB3 Goal

Evaluation Data Sources: Scores from CLI Engage, TX-KEA, MAP Growth, TSI, AP scores, completion of CTE Programs of Study

| Strategy 1 Details	Reviews			
Strategy 1: Summer reading academy	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students reading on level by the end of 3rd grade.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Staff Responsible for Monitoring Superintendent, Asst Supt C&I, Principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 1, 2				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Alignment of curriculum, instruction and assessment to TEKS is crucial to students' academic growth. **Root Cause**: Still developing capacity for data driven instruction
Problem Statement 2: Students are overall showing a lack of growth in all areas per local MAPP testing data. **Root Cause**: Instructional time missed by students because of the COVID-19 Virus has led to a flatline in growth for many students.

Goal 2: Develop leadership skills in Campus Administration and Design Team members to efficiently and effectively use data-driven instruction through the PLC process as measured by student growth (MAP Growth, local assessments, STAAR).

Performance Objective 1: Continue training Campus Administrators and Design Team members on data-driven instruction to foster a year of growth for each student.

HB3 Goal

Evaluation Data Sources: Local assessment data, CTM agendas/minutes, RTI Progress Monitoring, MAP Growth, STAAR

Strategy 1 Details		Reviews			
Strategy 1: Solution Tree Coach will work with all Campus Administrators to build capacity for effective PLCs and data driven instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased capacity of Campus Admin to effectively facilitate PLCs and data driven instruction **Staff Responsible for Monitoring:** Asst Supt of C & I , Dir. of Fed. Prog. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** District Processes & Programs 1 **Funding Sources:** Solution Tree Contracted Speaker - 255 Title IIA		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Design Teams of teacher leadership will be utilized at each campus to assist Campus Administrators in effective facilitation of PLCs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased capacity for oversight of campus PLCs **Staff Responsible for Monitoring:** Asst Supt HR, Campus Principals **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 255 Title IIA - $25,000		**Oct**	**Jan**	**Mar**	**June**

0%	100%	→	✗
No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: Not all collaborative teams are functioning at high levels. **Root Cause**: Inconsistency within team and leadership capacity.

Goal 3: The district will provide a safe and nurturing learning environment for all students and staff.

**Performance Objective 1:** Strengthen approaches to students' social emotional learning.

HB3 Goal

Evaluation Data Sources: Student surveys, parent surveys, discipline records

Strategy 1 Details	Reviews			
Strategy 1: BISD Elementary campus's will implement zones of regulation curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: BISD Elementary campus's will see a reduction in the number of student crises and discipline referrals	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of SpEd & Student Services, Principals of BISD Elementary campus's, Counselors of BISD Elementary campus's **Title I Schoolwide Elements:** 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** - 289 Title IV				

Strategy 2 Details	Reviews			
Strategy 2: District will host Robb Holladay, vaping awareness speaker, to work with Middle School and High School students and their parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in number of vaping incidents at BMS, BHS; High percentage of parent engagement for parent event	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of SpEd & Student Services **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 211 Title 1 Funds				

Strategy 3 Details	Reviews			
Strategy 3: The district will utilize Anonymous Alerts for reporting of bullying incidents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Anon Alerts records, Discipline referrals	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals, Director of SpEd & Student Services **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 289 Title IV				
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The district will provide a safe and nurturing learning environment for all students and staff.

Performance Objective 2: Provide a safe learning environment during the Coronavirus Pandemic.

Evaluation Data Sources: Case records, prevention and cleaning supply purchases

Strategy 1 Details			Reviews		
Strategy 1: Utilize GoldShield 75 to provide antimicrobial shield on surface every 30 days.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Reduced numbers of COVID-19		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Asst Supt of HR, Director of Maintenance & Grounds					
Title I Schoolwide Elements: 2.5					
Funding Sources: - 6300 Supplies & Services					

0%	100%	→	✕
No Progress	Accomplished	Continue/Modify	Discontinue

Goal 4: The district will recruit, train, and retain high quality staff.

Performance Objective 1: HR will establish practices and processes to foster staff recruitment and retention of high quality staff.

    Evaluation Data Sources: HR retention rates, recruitment materials, procedures for HR

Strategy 1 Details				Reviews			
Strategy 1: Provide a mentoring program of support for Year 1 teachers.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher retention rate of Year 1 teachers				Oct	Jan	Mar	June
Staff Responsible for Monitoring: Central Admin, Campus Principals, Mentor Teachers **Funding Sources:** - 255 Title IIA - $30,000							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Goal 5: The district will communicate, engage, and be accountable to parents and the community.

Performance Objective 1: The district will focus on engaging parents and community through a Community Based Accountability System.

    Evaluation Data Sources: CBAS documents, District Visioning Panel agendas/minutes, Parent engagement event sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Each campus will host several Title I parent meetings to accommodate all parents.	**Formative**			**Summative**

Strategy's Expected Result/Impact: High participation percent of parents attending
     Staff Responsible for Monitoring: Campus Principals
     Title I Schoolwide Elements: 2.5, 3.1, 3.2 - **Equity Plan**
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Central Administrators will attend and participate in the TASA Texas Performance Assessment Consortium (TPAC) to increase capacity for Community Based Accountability.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased capacity to implement CBAS, District Learning Report
     Staff Responsible for Monitoring: Asst Supt HR, Asst Supt C&I
     Title I Schoolwide Elements: 3.1 - **Equity Plan**
     Funding Sources: - District Funds
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement Community Based Accountability report to community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better understanding of the CBAS process among all stakeholders **Staff Responsible for Monitoring:** Super	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide additional planning days throughout the year for teachers and administrators to work with MAP Growth data and plan for intervention.
1	1	2	Region 9 ESC will provide training to Design Team and Campus Admin on writing high-quality assessments and effectively using data.
1	1	3	Support and train current teachers, as well as new teachers, on using PBL as an instructional model.
1	1	4	The district will employ teachers and paraprofessionals who target support for struggling students to increase academic success.
2	1	2	Design Teams of teacher leadership will be utilized at each campus to assist Campus Administrators in effective facilitation of PLCs.
3	1	1	BISD Elementary campus's will implement zones of regulation curriculum.

State Compensatory

Personnel for District Improvement Plan

Name	Position	Program	FTE
Amy Cooke	Teacher		12.5
AnnMarie Mcmillan	Counselor		50
Ashley Konermann	Counselor		50
David Blecher	Teacher		
Dora Daniels	Paraprofessional		55
Elizabeth Casteen	Counselor		25
Emma Ludwig	Paraprofessional		100
Jennifer Rowell	Paraprofessional		100
Karen Sanders	Paraprofessional		100
Kasie Bundy	Reading Specialist		40
Kristal Mulholland	Teacher		100
Kristen Taylor	Counselor		50
Kristi Miller	Counselor		50
Kristin Pappas	Teacher		12.5
Larissa Parkey	Paraprofessional	504	100%
Lori Moore	Paraprofessional		100
Marissa Antonio	Paraprofessional		100
Melissa Hardman	Counselor		25
Ourania Katsila	Paraprofessional		100
Ryan Black	Teacher		12.5
Sarah Fulfer	Paraprofessional		100
Shannon Johnston	Counselor		25
Spring Bentham	Paraprofessional		100
Stacy Jones	Behaviour Specialist		100%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

District Administartive team met and decided who would collect artifacts for CNA. Data is collected and taken to the District Improvement team. The DIT was divided up into teams for each element. Teams used the data collected to determine strengths and problem statements. DIT reconvened as a whole group and made final adjustments to CNA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

DIT divided up district goals and using CNA problem statements develpoed perfromance objectives and strategies.

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

Posted to district website in English and Spanish.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and family engagement policy was developed with the DIT. The PFE is posted on the district website in English and Spanish and available at the admin building.

Title I Personnel

Name	Position	Program	FTE
Deanna Penner	Math Teacher		100%
Debbie Klein	Math Specialist		100%
Erin Hinson	Teacher		12.5
Jamie Cove	Math Specialist		100%
Kaleena Jenkins	Teacher		12.5
Kari Harden	Math Teacher		25%
Kasey Bundy	Reading Specialist		60%
Katie Welch	Teacher		12.5
Mark Schroeder	CCMR Specialist		100%
Parker Long	ELA Teacher		12.5%
Rhonda Birdwell	Teacher		100%
Robyn Little	ELA teacher		12.5%
Sarah Addy	Paraprofessional		100%
Stephanie Offield	Teacher		12.5
Susan Cooper	Math Teacher		25

2021-2022 District Visioning Panel

Committee Role	Name	Position
District-level Professional	Audrey Ash	Assistant Superintendent of C&I
District-level Professional	Brad Owen	District Superintendent
District-level Professional	Laura Richards	Business Manager
District-level Professional	Kendy Johnston	Director of Special Education
Administrator	Sheri Booker	Asst. Principal, High School
Classroom Teacher	Veronica Miller	Teacher, CTE
Classroom Teacher	Brittany Andrajack	Teacher, Fine Arts
Non-classroom Professional	Melissa Hardman	Counselor
Administrator	Anna Black	Principal
Administrator	Tiffany Ballard	Principal, Middle School
Classroom Teacher	Robin McAdams	Teacher, Math
Non-classroom Professional	Jessica Dobbs	Innovation Specialist
Classroom Teacher	Barbara Bice	Teacher, 3rd grade
Classroom Teacher	Liana Plummer	Teacher, 4th grade
Classroom Teacher	Jamie Cove	Teacher, 3rd grade
Classroom Teacher	Brandace Hardy	Teacher, 2nd grade
Classroom Teacher	Stacy Pearson	Teacher, Kindergarten
Administrator	Jason Nolan	Principal, High School
Classroom Teacher	Liz Martinez	Teacher, 3rd grade
Classroom Teacher	Adela Martinez	Teacher, 4th grade
District-level Professional	Becky Montgomery	Technology Facilitator
District-level Professional	Glenn Wharff	Custodial Supervisor
District Transportation	Sara Heaslip	Secretary/Bus Driver
Classroom Teacher	Lee Varelman	Special Education
Community Representative	Amanda Chastain	Sheppard Spouses Club Representative
School Board	Terry Klipp	Board Member
School Board	Robin Bachert	Board Member
Parent	Anthony Louis	Parent/Community

Committee Role	Name	Position
Parent	Renee Louis	Parent/Community
Parent	Deanna Erskine	Parent/Community
Parent	Carl English	Parent/Community
Parent	Matt Patterson	Parent/Community
Community Representative	Mike Wenk	Parent/Community
District-level Professional	Leah Tunnell	Asst. Supt of Administrative Services
Paraprofessional	Jenny Rowell	Campus Paraprofessional
Parent	Paul Arbogast	Parent/Community
District-level Professional	Melinda Kleckner	PEIMS Coordinator

District Funding Summary

			6300 Supplies & Services		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$0.00
				Sub-Total	$0.00

			District Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$0.00
				Sub-Total	$0.00

			255 Title IIA		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Solution Tree Contracted Speaker		$0.00
2	1	2			$25,000.00
4	1	1			$30,000.00
				Sub-Total	$55,000.00

			211 Title 1 Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus supplies for data driven instruction		$0.00
1	1	4			$0.00
1	2	2	Salary		$0.00
3	1	2			$0.00
				Sub-Total	$0.00

			State Compensatory Education Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
				Sub-Total	$0.00

			289 Title IV		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			$0.00
3	1	3			$0.00
				Sub-Total	$0.00
				Grand Total	$55,000.00

Addendums

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TEXAS EDUCATION AGENCY

SAS#: PERKAA21

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Campus/Site: N/A
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County District: 243901
ESC Region: 09
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SC5600 - Comprehensive Local Needs Assessment

Purpose
One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).
The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review	☐ ESC Review Complete	TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds				
Funding Source	**Apply on Own**	**Apply as Fiscal Agent of SSA**	**Not Apply at All**	**Apply as Member of SSA**
1. Carl D Perkins Technical Grant	◉	○	○	○

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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

☐ 1S1: Four-Year Graduation Rate   ☐ 3S1: Postsecondary Placement
☐ 1S2: Extended Graduation Rate   ☑ 4S1: Non-traditional Program Enrollment
☑ 2S1: Academic Proficiency in Reading/Language Arts   ☐ 5S1: Attained Recognized Postsecondary Credential
☑ 2S2: Academic Proficiency in Mathematics   ☑ 5S4: CTE Completer
☑ 2S3: Academic Proficiency in Science   ☐ All Perkins performance accountability indicator targets have been met at the LEA level.

2. ☑ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

In looking at data for Burkburnett ISD, CTE Learners outperformed non-CTE Learners in all areas. This can be possibly attributed to students that are able to achieve CTE-Learner status are generally at or above grade level in their core content courses.

TEA Use Only	CTE Review: ⦿ Accept ○ Reject

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

English Learners, Single Parents, and Youth with Parent in Active Military performed higher than all CTE Learners in their Four-year Graduation Rate. Single Parents and Homeless Individuals performed higher than all CTE Learners in Post-program Placement. Individuals from Economically Disadvantaged Families, Individuals Preparing for Non-traditional Fields, Single Parents, and Homeless Individuals performed higher than all CTE Learners in Non-traditional Program Concentration. Individuals Preparing for Non-traditional Fields, Homeless Individuals, and Youth with Parent in Active Military performed higher than all CTE Learners in Program Quality - Attained Recognized. Individuals Preparing for Non-traditional Fields, Single Parents, Homeless Individuals, and Youth with Parent in Active Military performed higher than all CTE Learners in Program Quality - CTE Completer. Individuals with Disabilities performed lower than all CTE Learners in all Accountability Areas.

TEA Use Only	CTE Review: ⦿ Accept ○ Reject

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

Females students outperformed all CTE Learners in 2S3, 1S1, 2S1, 3S1, 5S4, and 5S1. Opportunities for growth in Male CTE Learners exists in Program Quality - Attained Recognized, Program Quality - CTE Completer, Post-program Placement, Academic Proficiency in Reading/Language Art and Science, and Four-year Graduation Rate. American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, and Two or More Races performed higher than all CTE Learners in Four-year Graduation Rate. Hispanic or Latino, White, and Two or More Races performed higher than all CTE Learners in Post-program Placement. Hispanic and Latino and Two or More Races performed higher than all CTE Learners in Program Quality - Attained Recognized. Asian, Hispanic or Latino, and White performed higher than all CTE Learners in Program Quality - CTE Completer.

TEA Use Only	CTE Review: ⦿ Accept ○ Reject

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Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.
1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".
Human Services, Health Science, Education and Training, Architecture and Construction, Transportation, Distribution, and Logistics, Law and Public Service, Science, Technology, Engineering, and Mathematics, Manufacturing, Information Technology, Energy, Hospitality and Tourism, Business, Marketing, and Finance
TEA Use Only   CTE Review: ⦿ Accept ◯ Reject
2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.
Burkburnett ISD currently offers (and will continue to offer) courses in the following high growth/high wage occupations listed on the workforce and labor market data for North Texas: Human Services, Health Science, Education and Training, Architecture and Construction, Law and Public Service, Science, Technology, Engineering, and Mathematics, Manufacturing, Information Technology, Hospitality and Tourism, and Business, Marketing, and Finance. Arts, Audio Visual Technology and Communication and Agriculture, Food, and Natural Resources are ranked in Burkburnett ISD's top six Career Clusters for CTE Learners, however, neither are both high growth/high wage in the workforce and labor market data. We will discuss these clusters with our stakeholders to determine if change is necessary.
TEA Use Only   CTE Review: ⦿ Accept ◯ Reject

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.
1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.
Burkburnett High School has 827 students enrolled and serves students in 22 statewide approved Programs of Study. Based on the guidelines of 2 Programs of Study per 501-1000 students enrolled, Burkburnett ISD is well prepared to serve students through a variety of Program of Study options.
TEA Use Only   CTE Review: ⦿ Accept ◯ Reject
2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.
Burkburnett ISD has a CTE Advisory Committee which meets annually and is made up of all stakeholders mentioned above. The committee reviews CTE courses and labor market data in order to ensure that Burkburnett ISD is on target to meet the needs of both students and the local economy.
TEA Use Only   CTE Review: ⦿ Accept ◯ Reject
3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.
Students in Burkburnett ISD participate in work-based learning and complete advanced academic courses (Practicum and Career Preparation), however, we struggle to find opportunities that align with what students want to do beyond high school due to limited local opportunities, age restrictions, and student schedules. Currently 34% of Burkburnett High School students are enrolled in work-based learning and/or advanced courses. Through Programs of Study, we look for this number to increase.
TEA Use Only   CTE Review: ⦿ Accept ◯ Reject

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Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.
1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.
CTE teachers are provided with sustained, intensive professional development and collaborate frequently to coordinate curriculum, instruction, assessment, and extended learning activities. TEA CTE updates are shared with CTE personnel often. Through Perkins funds, teachers are able to attend conferences that focus on content and curriculum. All CTE teachers have been trained in Project Based Learning (PBL) and are expected to do at least three projects per year. Administrators and counselors also receive CTE training, when appropriate. Student outcomes are improved when all stakeholders receive training and are kept up-to-date with TEA requirements.

TEA Use Only	CTE Review: ● Accept ○ Reject

2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.
All new faculty and staff (including those from industry) are provided a mentor teacher and training throughout their first year in Burkburnett ISD. Additionally, CTE teachers meet with the CTE coordinator regularly to discuss issues and/or questions. The department chair helps with purchasing and travel procedures.

TEA Use Only	CTE Review: ● Accept ○ Reject

3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.
CTE teachers meet state, district and/or institution certification and licensing requirements. CTE teachers also possess appropriate credentials, knowledge, and experience in their CTE area(s) of instruction, including industry-relevant knowledge and skills.

TEA Use Only	CTE Review: ● Accept ○ Reject

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Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.
1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.
In looking at data for Burkburnett ISD, disparity among student groups taking part in CTE at disproportionate levels is insignificant. However, representation was slightly higher for the following groups: Male, Asian, Black or African American, Hispanic or Latino and marginally underrepresented for the following groups: Female, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, White, and Two or More Races.

TEA Use Only	CTE Review: ⦿ Accept ◯ Reject

2. Identify any barriers that prevent certain populations of CTE learners from accessing your programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.
In BISD, 78% of our current students are enrolled in or have taken CTE courses. We are very fortunate to be able to provide students with multiple opportunities to access our programs. CTE is a priority and is supported by the school board and district and campus administration through: 1) funding that is provided to regularly update, maintain, and replace equipment 2) adequate space that is accessible for all students and reflects current workplace requirements (including federal, state, and local safety standards) 3) curriculum materials and training opportunities that align to industry, occupational standards, and program objectives A barrier that might prevent certain populations of CTE learners from accessing our programs could be enrollment in AP, Dual-credit courses which limits flexibility in a student's schedule.

TEA Use Only	CTE Review: ⦿ Accept ◯ Reject

3. Describe how and when you recruit students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations.
CTE programs are marketed to all potential students and their parents/guardians through several events held throughout the year. 8th grade students have access to preview high school CTE offerings during the following events: 1) Required enrollment in College and Career Readiness class 2) CTE Expo - In the spring of their 8th grade year, students take a tour of high school CTE classrooms and have the opportunity to talk to teachers 3) Student Survey - Students are given a survey after the Expo to express interest in certain courses and/or programs of study. Their responses guide planning of future courses at the high school level. 4) 8th Grade Scheduling - Students and their parents are provided materials and time with teachers and counselors to decide upcoming high school schedule

TEA Use Only	CTE Review: ⦿ Accept ◯ Reject

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Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.
The mission and vision of the Burkburnett ISD Career and Technical Education (CTE) program is to provide high quality instructional opportunities for students that, in turn, prepare them for success as they enter the workforce or continue their education at the post-secondary level. By integrating rigorous classroom instruction with relevant, work-based experiences, students acquire new information, concepts, and techniques related to their specific career interests.

TEA Use Only	CTE Review: ◉ Accept ○ Reject

2. List the top (three-five) CTE priorities over the next four-years.
1. Offer learning experiences throughout-out high school that prepares students with academic and technical skills needed as they pursue post-secondary opportunities or enter the workforce. 2. Increase the number of CTE Learners in BISD, specifically CTE Completers. 3. Provide students with knowledge and skills required to earn an industry based certification. 4. Collaborate with local business and organizations to provide students opportunities to participate in work-based learning and job shadowing experiences. 5. Incorporate new and emerging soft skills needed to perform tasks proficiently at current business and industry standards.

TEA Use Only	CTE Review: ◉ Accept ○ Reject

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.
Most Aligned CTE Programs of Study: Medical Therapy, Early Learning/Teaching and Training, and Engineering. Using TEA's Program of Study Resources, these Programs of Study can easily be supported and expanded by adding additional courses to ensure CTE Completers (who will earn Industry Based Certification(s)). This is possible with existing personnel. Least Aligned CTE Programs of Study: Arts, Audio/Visual Technology and Communications, Agriculture, Food, and Natural Resources, and Information Technology. Burkburnett ISD will look at these Programs of Study during CTE Planning Meetings (internal) and CTE Advisory Meetings (external) to determine whether to grow or retire these Programs of Study.

TEA Use Only	CTE Review: ◉ Accept ○ Reject

4. List the LEA's lowest performance indicators and describe strategies to improve student performance.
Academic Proficiency in Reading/Language Arts, Academic Proficiency in Mathematics, Academic Proficiency in Science, Non-traditional Program Concentration, Program Quality - CTE Completer Through district and campus planning, we will be very intentional to incorporate core content into CTE instruction. This will be done through cross-curricular projects as Project Based Learning (PBL) is our instructional model. Additionally, CTE teachers will work closely with the campus specialist for planning, resources, etc. Increasing non-traditional program concentration has been and will continue to be a priority. We will continue to use TEA's Programs of Study to guide our work in Burkburnett ISD and will lead to an increase CTE Completers.

TEA Use Only	CTE Review: ◉ Accept ○ Reject

Part 8: Assessment Contact

Primary Contact	Select Contact: [Select One ▾] or [Add New Contact]
First Name: Casey	Middle Initial: A	Last Name: Hunter	Title: STEM/CTE Coordinator
Phone: 940-569-3326	Ext: 5	E-Mail: casey.hunter@burkburnettisd.org

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Part 9: Certification and Incorporation

Certification and Incorporation Statement
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official   Select Contact: [Select One ▼] or [Add New Contact]

First Name: Casey	Middle Initial: A	Last Name: Hunter	Title: STEM/CTE Coordinator
Phone: 940-569-3326	Ext: 5	E-Mail: casey.hunter@burkburnettisd.org	

Submitter Information

First Name: Casey	Last Name: Hunter
Approval ID: casey.hunter	Submit Date and Time: 3/26/2020 8:36:05 AM

Only the legally responsible party may submit this report.   [Certify and Submit]

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. Navigation 360 Dashboard	Asst. Superintendent of HR, Operations Coordinator	Quarterly
2. **Coordinated Health Program** ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.	Technology Director, School counselors, Physical Education Department Leader, School Attendance Clerks	Quarterly
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	DAEP/Gateway Center	DAEP Principal	Quarterly

4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	Plan4Learning	Assistant Superintendent of C&I, Director of Federal Programs	Annually
5. **Dropout Prevention**	TEC 11.252	Student Data Management	Director of Federal Programs	Annually
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.	Director of Special Education	Quarterly
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Region 9 ESC	Director of Federal Programs	Annually
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Secondary Counseling Center	Director of Federal Programs	Annually

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   ○ Higher education admissions and financial aid, including sources of information
   ○ TEXAS grant program
   ○ Teach for Texas grant programs
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Secondary Counseling Center	College and Career counselor, Coordinator of STEM	Annually

○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Skyward, Human Resources Office	Assistant Superintendent of Human Resources	Annually
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.	Campus Principals, Assistant Superintendent of Human Resources	Annually
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal)	The school will follow Board Policy FFB and FNF.	Threat Assessment Team , Director of Special Education	Annually

o Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Board Policy DMA(Legal)			
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Board Policies: FFB, FOC, FOCA, DMA and FFE	Threat Assessment Team , Director of Special Education	Annually
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Board Policy DMA(Legal)	Behavior Specialist , Director of Special Education	Annually
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Curriculum Guide	Director of Technology, Assistant Superintendent of C&I	Annually