

Comanche Independent School District
District Improvement Plan
2019-2020 Improvement Plan



Mission Statement

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

Vision

The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

Belief Statements

It is the belief of the Board of Trustees of Comanche ISD that the following statements express the fundamental values and core principles to guide all decision-making, planning, organization and administration of the school district. All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential. Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high expectations, and supported by parents and community committed to the pursuit of educational excellence. Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Percentages will not add up to 100% due to some students reported in multiple categories.

Enrollment - 1314

ADA - 1191.018

LEP - 200 - 15.22%

Immigrant - 6 - 0.46%

Economic Disadvantage - 897 - 68.26%

Military Connected - 2 - .15%

Foster Care - 7 - .53%

Dyslexia - 49 - 3.73%

Homeless - 18 - 1.37%

Unaccompanied Youth - 18 - 1.37%

Migrant - 18 - 1.37%

Bilingual - 81- 6.16%

ESL - 119 - 9.06%

Gifted & Talented - 69 - 5.25%

Career & Technology - 373 - 28.39%

At-Risk - 651 - 49.54%

Special Education - 152 - 11.57%

Demographics Strengths

- Large numbers of students at our lower grades
- Smaller classes graduating
- Higher number of Career & Technology students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decline in STAAR scores and lack of growth

Problem Statement 2: TELPAS STAAR Results declined **Root Cause:** Need additional training for students for online testing

Problem Statement 3: Continual decrease in attendance **Root Cause:** Lack of enforcement due to changes in truancy laws.

Student Achievement

Student Achievement Summary

- STAAR Test Results
- Special Programs Evaluations
- Student needs identified through campus faculty meetings
- Staff suggestions to district-level personnel

Student Achievement Strengths

- College Classes
- Dual Credit Classes
- Dyslexia Program
- Credit Recovery Program
- After School Tutorials - CU

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Decline in STAAR scores and lack of growth

Problem Statement 2: TELPAS STAAR Results declined **Root Cause:** Need additional training for students for online testing

Problem Statement 3: Continual decrease in attendance **Root Cause:** Lack of enforcement due to changes in truancy laws.

District Culture and Climate

District Culture and Climate Summary

- Effective procedures to promote safety
- Drug free environment for students
- Safety audits to address needs for a safe environment
- Poverty awareness

District Culture and Climate Strengths

- Security cameras on most campuses
- Bullying conference and training
- Low student to adult ratio yielding close supervision, strong relationships and good role models.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Highly qualified teacher retention rates
- Bilingual teacher recruitment
- Bilingual staff recruitment

Staff Quality, Recruitment, and Retention Strengths

- Low teacher student ratio
- Experienced veteran teachers
- 100% Highly Qualified Staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Decline in STAAR scores and lack of growth

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Evaluation of curriculum and assessments
- Instructional strategies
- Implementation of additional Career & Technology Courses
- Implementation of Career Pathways
- Implementation of Comanche University Tutorial & Discipline Program

Curriculum, Instruction, and Assessment Strengths

- AP/Dual Credit Program
- College Classes
- Met Standards

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Decline in STAAR scores and lack of growth

Problem Statement 2: TELPAS STAAR Results declined **Root Cause:** Need additional training for students for online testing

Parent and Community Engagement

Parent and Community Engagement Summary

- Community involvement with facility planning
- Parental involvement
- Develop strong parent/school relationships
- Effective communications in both English and Spanish

Parent and Community Engagement Strengths

- Open door policy for parent communication with administration and teachers
- Parents on site-based planning committee
- PTO
- Booster Clubs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Decline in STAAR scores and lack of growth

Problem Statement 2: Continual decrease in attendance **Root Cause:** Lack of enforcement due to changes in truancy laws.

Problem Statement 3: TELPAS STAAR Results declined **Root Cause:** Need additional training for students for online testing

Technology

Technology Summary

- Student retention rates
- Increased student population
- Career prepared students

Technology Strengths

- COTO 1:1 laptop initiative for grades 7-12
- Computers in all classrooms grades K-6
- School board support of technology in the classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: TELPAS STAAR Results declined **Root Cause:** Need additional training for students for online testing

Priority Problem Statements

Problem Statement 1: TELPAS STAAR Results declined

Root Cause 1: Need additional training for students for online testing

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Academic Achievement - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Achieve excellence through equity for all students.

Performance Objective 1: STAAR assessment data will reflect growth in Approaches in areas that were below 80.


Evaluation Data Source(s) 1: STAAR Test Results

Summative Evaluation 1:


High Priority

TEA Priorities: 2. Build a foundation of reading and math.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) STAAR assessment data will reflect a growth in subject areas that are below 80%.	2.4, 2.6	Principals, Teachers	STAAR Scores				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Achieve excellence through equity for all students.

Performance Objective 2: Comanche ISD attendance rate will be at or above 97% .

Evaluation Data Source(s) 2: Student Attendance Reports and PEIMS Reports

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Increase attendance rates at each campus to 97% or above.	2.6	Principals, Teachers, PEIMS Coordinator, Director of Finance	Attendance Rate				
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Goal 1: Achieve excellence through equity for all students.

Performance Objective 3: Comanche ISD students will strive to have 100% High School Completion Rates.


Evaluation Data Source(s) 3: PEIMS Student Data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Comanche ISD students will strive to have 100% High School Completion Rates.		HS Principal, Counselors, Teachers	High School Completion Rates				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Achieve excellence through equity for all students.

Performance Objective 4: Continue to have a professional staff member with the primary responsibility for educating students with disabilities for District and Campus Planning and Decision Making Process.

Evaluation Data Source(s) 4: Campus and District Improvement Plans

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) A professional staff member with the primary responsibility for educating students with disabilities should be included on District and Campus Improvement Committees.		Superintendent & Principals	CIP & DIP				

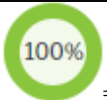
Goal 1: Achieve excellence through equity for all students.


Performance Objective 5: Maintain the Head Start and Early Head Start Programs.


Evaluation Data Source(s) 5:


Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Maintain the Head Start Program to provide early developmental skills.		Head Start Teachers, Aides, Principal	Enrollment numbers				
2) Maintain the Early Head Start Program for students pre-birth to 3 years old.		Early Head Start Director, Early Head Start Teachers, Aides	Enrollment numbers				
3) Increase attendance rates for Head Start from 86% to 90% or above		Head Start Director, Social Worker, Head Start Teachers	PEIMS Reports				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue





Goal 1: Achieve excellence through equity for all students.

Performance Objective 6: Provide transportation for Head Start students.

Evaluation Data Source(s) 6: Number of students engaged in using the transportation provided by the District.

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Provide transportation for Head Start students to help increase the participation in Head Start.	2.4, 2.5, 2.6	Head Start Director	Increased number of students participating in Head Start.				
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Goal 1: Achieve excellence through equity for all students.

Performance Objective 7: Utilize the MAP's Program to ensure that students are receiving the instruction needed to be successful.

Evaluation Data Source(s) 7: MAP's Reports

Summative Evaluation 7:

High Priority

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.	2.4, 2.6	Principals, Counselors, Teachers	Increased growth on STAAR results.				


Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 1: Review and update the District's Emergency Operation Plan.


Evaluation Data Source(s) 1: Updated Emergency Operations Plan

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Review and update Emergency Operation Plan		Safety Coordinator, Principals, Superintendent, Director of Operations	New updated EOP				
2) Ensure security entry systems are properly working at all campuses.		Superintendent, Principals, Director of Operations	Entry security systems works properly				
3) Install a new lock system at the High School Campus to ensure the safety of the students due to the excessive amount of outside doors.		Director of Operations	New lock system at HS				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 2: Continue to use TXEIS software system for discipline tracking.

Evaluation Data Source(s) 2: TXEIS Discipline Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Eliminate using Discipline Tracker and utilize TXEIS software only.		Superintendent, Principals, PEIMS Coordinator	Discipline Reports, PEIMS Reports				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 3: Continue to improve STOPIT Bullying Program for students to anonymously report bullying.

Evaluation Data Source(s) 3: Number of reported cases.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Maintain STOPIT Bullying Program and continue to encourage students to use the software if needed.		Principals, Counselors	STOPIT Reports				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 4: Use School Messenger Program to communicate with parents and students.

Evaluation Data Source(s) 4: Number of pushes sent via School Messenger.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Use School Messenger Program for communication to parents and students.		Superintendent, Principals	Number of messages sent				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 5: Sexual Abuse and Other Maltreatment of Children:
 Address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children.

Evaluation Data Source(s) 5: Staff training records kept on file.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Sexual Abuse and Maltreatment of Children training will include prevention techniques and options for affected students. Training will be held annually for all staff members.		Superintendent & Principals	Training records on file.				

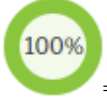
Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 6: Early Mental Health Intervention and Suicide Prevention:
Needs of students for special programs, including suicide prevention programs.


Evaluation Data Source(s) 6: Training on suicide prevention programs.

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Training on early mental health interventions and suicide prevention programs.		Counselors	Staff development sign in sheets				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 7: Conduct an annual safety audit

Evaluation Data Source(s) 7: Report on safety audit

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Conduct a safety audit of all campuses.		Superintendent, Principals, Region 14	Safety Audit Report				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 8: Use School Resource Officer to ensure the safety of students and faculty and provide a secure environment for all.

Evaluation Data Source(s) 8: Decreased safety issues

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide a School Resource Officer for the safety of the students and faculty		Superintendent and Principals	Safety of students and faculty				


Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 9: Create methods for addressing needs of students for special programs.


Evaluation Data Source(s) 9: PEIMS Reports

Summative Evaluation 9:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide conflict resolution programs, violence prevention programs, pregnancy related services and discipline management.		Superintendent, Principals	Increased attendance and fewer discipline referrals				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 10: Collaborate with local officials to ensure the safety of all students are met.

Evaluation Data Source(s) 10: Reports from local officials of discipline incidents.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborate with local officials to ensure the safety of all students are met.		Principals, Superintendent	Communication between local officials and school officials to ensure that school officials are aware of student incidents that have occurred and might cause a need for tighter security on campuses.				

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 1: Recruit highly qualified staff.

Evaluation Data Source(s) 1: Principal's attestation report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Recruit highly qualified staff		Principals	Highly Qualified Report				

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 2: Recruit Bilingual certified teachers.

Evaluation Data Source(s) 2: Maintain/increase certified Bilingual teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Attend job fairs to recruit certified Bilingual teachers as needed.		Principals	Employment of Certified Bilingual Teachers				
2) Provide a \$2,000 stipend for all Bilingual Certified Teachers		Superintendent and Principals	No Bilingual waiver required				

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 3: Create a HB3 Retention Incentive Stipend for teachers, counselors, and nurses with 6+ years of experience.

Evaluation Data Source(s) 3: Retention data

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Goal 3: Recruit, nurture, train and retain a staff of dedicated and highly qualified professionals

Performance Objective 4: Create a \$500 Retention Incentive given in late November to all employees.

Evaluation Data Source(s) 4: Retention data

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Goal 4: Develop school spirit and community pride in Comanche schools

Performance Objective 1: Celebrate student and staff success.

Evaluation Data Source(s) 1: Recognition at staff meetings and emails.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Recognized student and staff success at staff meetings, website postings and emails.		Superintendent, Principals	Emails, website postings				


Goal 4: Develop school spirit and community pride in Comanche schools

Performance Objective 2: Student and program success will be showcased to civic organizations, website and local print media.


Evaluation Data Source(s) 2: Programs at Kiwanis and Lions Club, website posting, newspaper clippings, Facebook and Twitter.

Summative Evaluation 2:

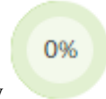
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Showcase student success via website and local print media.		Principals	Newspaper articles & website postings.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 1: District will demonstrate effective and efficient operations in all aspects of the District.

Evaluation Data Source(s) 1: FIRST Report and Annual Financial Audit.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) PEIMS training and implementation of procedures		Superintendent, Principals, PEIMS Coordinator	PEIMS Submission Accuracy				
2) Provide a Financial Transparency website		Director of Finance	Activation of Financial Transparency Website				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 2: Improve engagement with all stakeholders in school and district activities.

Evaluation Data Source(s) 2: Utilize online language translators to publish communications in both English and Spanish. Provide translation services at appropriate school functions.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide online language software programs for publication in both English & Spanish.		Superintendent, Principals, Secretaries, Teachers	Handouts in Spanish, School Messenger in Spanish				

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 3: Increased involvement in Tax Appraisal Meetings to ensure local tax values are up-to-date and accurate.

Evaluation Data Source(s) 3: Property Tax Study

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Increased involvement in Tax Appraisal Meetings to ensure local tax values are up-to-date and accurate.		Superintendent, Director of Finance	Local values on the property value study				

Goal 5: Operate the district effectively and efficiently, strategically planning and implementing for the future.

Performance Objective 4: Continue to research the possibility of building a Special Events Center.

Evaluation Data Source(s) 4: Go out for bids for a Special Events Center.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Continue to research the possibility of building a Special Events Center.		Superintendent, School Board, A- Team	New Special Events Center				


Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 1: Improve teacher and paraprofessional quality


Evaluation Data Source(s) 1: Migrant Compliance Report

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Recruiter participation in annual and as needed training on identification and recruitment of Migrant students provided by Regional ESC		Principals, Special Programs Director, Migrant Paraprofessionals	Training certificates and correct identification of Migrant students				
2) NGS Data Specialist participation in NGS training annually and as needed.		Principals, Migrant Coordinator, Migrant Paraprofessional	Correct data in the NGS system				
3) Integrate technology in instruction and curriculum		Principals, Migrant Coordinator, Migrant Paraprofessional	Equipment log, report cards, STAAR test results				
4) Training in curriculum areas such as core academic subjects		Principals, Migrant Coordinator, Migrant Paraprofessional	Training certificates				
5) Provide comprehensive coordination of services		Principals, Migrant Coordinator, Migrant Paraprofessional					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

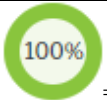
Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 2: Meet Diverse Needs of Migrant Students


Evaluation Data Source(s) 2: Migrant Compliance Report

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Involvement of parents in the academic success of their children		Principals, Migrant Coordinator, Migrant Paraprofessional	Sign-in sheets				
2) Awareness of and capacity to respond to specific needs of Migrant children and youth.		Principals, Migrant Coordinator, Migrant Paraprofessional	Expenditure reports				
3) Specific student data used to plan student instruction		Migrant Coordinator, Migrant Paraprofessional	Student report cards				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 3: Parent and Community Involvement

Evaluation Data Source(s) 3: Migrant Compliance Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Establishment of a Districtwide Parent Advisory Council(PAC) that provides meaningful consultation in the planning and operation of the Migrant Education Program. PAC meetings must be conducted in a format and language that is understandable to the Migrant parents.		Principals, Migrant Coordinator, Migrant Paraprofessional	PAC meeting agendas, sign-in sheets				
2) Involvement of parents in education programs designed to address the needs of Migrant students.		Principals, Migrant Coordinator, Migrant Paraprofessional	Sign-in sheets, report cards				
3) Training and support to Migrant parents in order for them to more fully participate in their children's education.		Principals, Migrant Coordinator, Migrant Paraprofessional	Sign-in sheets, report cards, STAAR test results				
4) Transportation and childcare for parental involvement activities, including Parent Advisory Council (PAC) meetings.		Principals, Migrant Coordinator, Migrant Paraprofessional	Sign-in sheets				
5) Inclusion of parents in the development, review, and evaluation of the campus and district improvement plans through Site-Based Decision-Making Committee		Principals, Migrant Coordinator, Migrant Paraprofessional	Meeting agendas, minutes, sign-in sheets				
6) Parent/Teacher conferences		Principals, Migrant Coordinator, Migrant Paraprofessional	Report cards				
							

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 4: Barriers and Strategies

Evaluation Data Source(s) 4: Migrant Compliance Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Strategies for Cultural, Linguistic, or Economic Diversity: Provide program information/materials in home language. Provide interpreter/translator at program activities. Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, other provider.		Principals, Migrant Coordinator, Migrant Paraprofessional	Sign-in sheets				
2) Strategies for Absenteeism/Truancy: Develop and implement a truancy intervention plan. Conduct home visits by staff		Principals, Migrant Coordinator, Migrant Paraprofessional	Attendance rates				
3) Strategies for High Mobility Rates: Coordinate with social services agencies. Establish/maintain timely record transferal system.		Principals, Migrant Coordinator, Migrant Paraprofessional	Enrollment, attendance				
4) Strategies for Lack of Support from Parents: Conduct parent/teacher conference		Principals, Migrant Coordinator, Migrant Paraprofessional	Sign-in sheets				


Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.


Performance Objective 5: Develop adequate skills for promotion from 1st to 2nd grade


Evaluation Data Source(s) 5: Migrant Compliance Report


Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide comprehensive coordination of services		Federal Programs Director	End of year promotion rates				
2) Provide lead teacher to train support staff and administer Bright Ideas to 3 and 4 year olds.		Federal Programs Director	Migrant Compliance Report				
3) Provide MEP-funded aide to provide supplemental instructional support to students in Kindergarten and 1st grade.		Federal Programs Director	Migrant Compliance Report				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 6: Participate in summer STAAR remediation.

Evaluation Data Source(s) 6: Summer School Attendance Reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Coordinate with school staff and the Texas Migrant Interstate Program (TMIP).		Federal Programs Director	STAAR Results				
2) Provide STAAR remediation during alternative times		Federal Programs Director	STAAR Results				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 7: Use effective learning and study skills

Evaluation Data Source(s) 7: Report cards, decreased failure rate

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Coordinate with available mentoring programs or support organizations.		Federal Programs Director	Promotion Rate				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 8: Use effective learning and study skills and receive attention and interventions.

Evaluation Data Source(s) 8: Reduced failure rates

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Create an extracurricular club or leadership organization.		Federal Programs Director	Creation of Club				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 9: Receive attention and interventions.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide presentation/information to school staff to increase awareness.		Federal Programs Director	Migrant Compliance Report				
2) Provide supplemental information to Migrant parents.		Federal Programs Director	Migrant Compliance Report				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 10: Have homework assistance and tools at home.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide coordination of resources		Federal Programs Director	Migrant Compliance Report				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 11: Earn required core credits for on-time graduation.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Coordinate with available programs offering options for credit accrual and recovery.		Counselors; Federal Program Director	Graduation Rates				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 12: Earn required core credits for on-time graduation and make up coursework missing due to late enrollment and/or early withdrawal.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Ensure consolidation of partial secondary credits and proper course placement for on-time graduation.		Counselors; Federal Program Director	Graduation Rates				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 13: Be served in summer migrant programs through the efforts of interstate coordination.

Evaluation Data Source(s) 13:

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Assist in interstate coordination by (1) accessing and sharing information; (2) alerting and receiving states; and (3) working with the TMIP as needed.		Federal Program Director	Migrant Compliance Report				

Goal 6: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all Migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes and confidence necessary to be a functioning member of society.

Performance Objective 14: Make up coursework missing due to late enrollment and/or early withdrawal.

Evaluation Data Source(s) 14:

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Develop and implement a set of district procedures.		Federal Programs Director	Migrant Compliance Report				
2) Coordinate to ensure access to available resources for making up coursework.		Federal Programs Director	Migrant Compliance Report				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.	2.6	Principal	Increased passing rate of STAAR tests				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 2: Identify students who may be at risk for academic failure

Evaluation Data Source(s) 2: At-Risk Reports/PEIMS Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Identify students who may be at risk for academic failure	2.4, 2.6	Principal, Counselors	Lower failure rate				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 3: Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards

Evaluation Data Source(s) 3: Report cards, STAAR test results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards	2.4, 2.5, 2.6	Principal, teachers	Increased passing rates, improved STAAR test results				


Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 4: Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning


Evaluation Data Source(s) 4: Report cards, PEIMS reports

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning	2.4	Principal, teachers	Improved passing rates, improved STAAR test results				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 5: Identify and address disparities for low income students and minority students being taught at rates than other students by ineffective, inexperienced, or out-of-field teachers


Evaluation Data Source(s) 5: Principal Attestation

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Identify and address disparities for low income students and minority students being taught at rates higher than other students by ineffective, inexperienced, or out-of-field teachers	2.6	Prinpal, teachers	100% Highly qualified teachers				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 6: Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement	3.1, 3.2	Principal, counselors	Parental sign in sheets				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 7: Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.	2.6	Principal, teachers	Increase homeless student attendance				

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 8: Implement effective parent and family engagement

Evaluation Data Source(s) 8: Parental Sign-in Sheets

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement effective parent and family engagement	3.1, 3.2	Principal, teachers	Improved parental involvement				


Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 9: Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs


Evaluation Data Source(s) 9: Sign in sheets

Summative Evaluation 9:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs	2.4, 2.6	Principal, teachers	Easy transition into elementary programs.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Performance Objective 10: Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggregate by subgroups of students.

Evaluation Data Source(s) 10: PEIMS discipline reports

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggregate by subgroups of students.	2.6	Principal, PEIMS clerks	Decreased removal of students from the classroom for discipline				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	STAAR assessment data will reflect a growth in subject areas that are below 80%.
1	7	1	Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
7	2	1	Identify students who may be at risk for academic failure
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards
7	4	1	Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning
7	9	1	Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs

2.5: Increased learning time and well-rounded education

itle I Schoolwide Element's Strategies

Goal	Performance Objective	Strategy	Description
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards

Save

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

Goal	Performance Objective	Strategy	Description
1	1	1	STAAR assessment data will reflect a growth in subject areas that are below 80%.

Goal	Performance Objective	Strategy	Description
1	2	1	Increase attendance rates at each campus to 97% or above.
1	7	1	Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
7	1	1	Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
7	2	1	Identify students who may be at risk for academic failure
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards
7	5	1	Identify and address disparities for low income students and minority students being taught at rates higher than other students by ineffective, inexperienced, or out-of-field teachers
7	7	1	Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.
7	9	1	Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs
7	10	1	Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggregate by subgroups of students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
7	6	1	Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement
7	8	1	Implement effective parent and family engagement

3.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
7	6	1	Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement
7	8	1	Implement effective parent and family engagement

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BILL, VIRGINIA	TITLE I AIDE	TITLE I	1.0
BRIDGES, NANCY	Elementary Title I Teacher	Title I Part A	1.0
DIRICKSON, JENNIFER	Title I Aide	Title I Part A	1.0
DOLLINS, SHARON	Elementary Computer Teacher	Title I Part A	1.0
FEIST, TASHA	Title I Dyslexia Teacher	Title I Part A	1.0
HUMPHREY, TRACI	Title I Aide	Title I Part A	1.0
HUNT, JENNIFER	Title I Dyslexia Teacher	Title I Part A	1.0
KOLB, MELODY	Title I Aide	Title I Part A	1.0
SCHWARTZ, RANDI	Title I Aide	Title I Part A	1.0
UNDERWOOD, LOU	Elementary Title I Teacher	Title I Part A	1.0
ZARATE, GLORIA	Title I Aide	Title I Part A	1.0

Addendums

STUDENT DISCIPLINE

FO
(LOCAL)

STUDENT CODE OF
CONDUCT

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

REVISIONS

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

EXTRACURRICULAR
STANDARDS OF
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

STUDENT DISCIPLINE

FO
(LOCAL)

'PARENT' DEFINED Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

GENERAL DISCIPLINE GUIDELINES A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student's age;
 - c. The frequency of misconduct;
 - d. The student's attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

CORPORAL PUNISHMENT Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

GUIDELINES Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

STUDENT DISCIPLINE

FO
(LOCAL)

2. Corporal punishment shall be administered only by the principal or designee.
3. Corporal punishment shall be administered only by an employee who is the same sex as the student.
4. The instrument to be used in administering corporal punishment shall be approved by the principal.
5. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

DISCIPLINARY
RECORDS

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

PHYSICAL RESTRAINT

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
4. Control an irrational student.
5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

VIDEO AND AUDIO
MONITORING

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

USE OF
RECORDINGS

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

STUDENT DISCIPLINE

FO
(LOCAL)

ACCESS TO
RECORDINGS

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Comanche High School

Dropout Prevention Plan

1. Administrators, counselors and teachers will work to identify students who are at-risk of dropping out by analyzing data such as: grades, attendance, state assessment scores, RTI, Special Education records, and discipline.
2. Once identified, these students will be monitored and placed in and given appropriate interventions to help them be successful. These interventions include: schedule changes, remediation and acceleration classes, credit recovery, tutorials, assignment to Comanche University, classroom interventions, among others.
3. Students are assigned to Comanche University after school for failure to turn in assignments. Students may also utilize CU on their own to get help or work on their homework.
4. Students who are behind on credits are either placed in the class to make it up or they are placed in credit recovery class to work through Odyssey Ware to recover class credit.
5. Students who are severe risk of dropping out are referred to the Success Center where they can work through Odyssey Ware to recover credits or accelerate at a pace that works for them.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

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

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

This conduct is considered bullying if it:

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

POLICY

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

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

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

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

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

BY OTHERS

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

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

EXAMPLES

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

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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(LOCAL)

GENDER-BASED
HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

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

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

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

PROHIBITED
CONDUCT

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

REPORTING
PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

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

DEFINITION OF
DISTRICT
OFFICIALS

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

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

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(LOCAL)

Name: Rick Howard
Position: Superintendent
Address: 1414 North Austin Street, Comanche, TX 76442
Telephone: (325) 356-2727

ADA /
SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Rick Howard
Position: Superintendent
Address: 1414 North Austin Street, Comanche, TX 76442
Telephone: (325) 356-2727

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF
THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

INITIAL
ASSESSMENT

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immedi-

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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(LOCAL)

ately undertake an investigation, except as provided below at
CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven,
would not constitute prohibited conduct as defined by this policy,
the District official shall refer the complaint for consideration under
FFI.

INTERIM ACTION

If appropriate and regardless of whether a criminal or regulatory
investigation regarding the alleged conduct is pending, the District
shall promptly take interim action calculated to address prohibited
conduct or bullying prior to the completion of the District's investi-
gation.

DISTRICT
INVESTIGATION

The investigation may be conducted by the District official or a de-
signee, such as the principal, or by a third party designated by the
District, such as an attorney. When appropriate, the principal shall
be involved in or informed of the investigation.

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

CRIMINAL
INVESTIGATION

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

CONCLUDING THE
INVESTIGATION

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

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

NOTIFICATION OF
OUTCOME

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DISTRICT ACTION	
PROHIBITED CONDUCT	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

COMPLAINTS

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

OTHER COMPLAINT
PROCESSES

Student or parent complaints shall be filed in accordance with this policy, except as provided below:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning loss of credit on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning removal to a disciplinary alternative education program shall be submitted in accordance with FOC and the Student Code of Conduct.
7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
8. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
9. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
10. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
11. Complaints concerning instructional materials shall be submitted in accordance with EFA.
12. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

13. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
 14. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
- NOTICE TO STUDENTS AND PARENTS The District shall inform students and parents of this policy.
- GUIDING PRINCIPLES
- INFORMAL PROCESS The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.
- CONCERNS SHOULD BE EXPRESSED AS SOON AS POSSIBLE TO ALLOW EARLY RESOLUTION AT THE LOWEST POSSIBLE ADMINISTRATIVE LEVEL.
- FORMAL PROCESS
- IF AN INFORMAL CONFERENCE REGARDING A COMPLAINT FAILS TO REACH THE OUTCOME REQUESTED BY THE STUDENT OR PARENT, THE STUDENT OR PARENT MAY INITIATE THE FORMAL PROCESS DESCRIBED BELOW BY TIMELY FILING A WRITTEN COMPLAINT FORM.
- EVEN AFTER INITIATING THE FORMAL COMPLAINT PROCESS, STUDENTS AND PARENTS ARE ENCOURAGED TO SEEK INFORMAL RESOLUTION OF THEIR CONCERNS. A STUDENT OR PARENT WHOSE CONCERNS ARE RESOLVED MAY WITHDRAW A FORMAL COMPLAINT AT ANY TIME.
- THE PROCESS DESCRIBED IN THIS POLICY SHALL NOT BE CONSTRUED TO CREATE NEW OR ADDITIONAL RIGHTS BEYOND THOSE GRANTED BY LAW OR BOARD POLICY, NOR TO REQUIRE A FULL EVIDENTIARY HEARING OR "MINI-TRIAL" AT ANY LEVEL.
- FREEDOM FROM RETALIATION Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.
- GENERAL PROVISIONS
- FILING Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
- RESPONSE At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses

STUDENT RIGHTS AND RESPONSIBILITIES
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	shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	“Days” shall mean District business days. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”
REPRESENTATIVE	“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint. The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.
CONSOLIDATING COMPLAINTS	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
UNTIMELY FILINGS	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
COSTS INCURRED	Each party shall pay its own costs incurred in the course of the complaint.
COMPLAINT FORM	Complaints under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to

the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

If at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

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

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

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

This conduct is considered bullying if it:

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

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

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

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FREEDOM FROM BULLYING

FFI
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

College Preparation

I hope the following information will be helpful in assisting seniors and parents in the college application process. I hope the information is also helpful to other high school students who foresee college in the future. I am here to help you with the college application process so please feel free to ask any questions that you may have. I look forward to getting to know you and working with you during this exciting time! Along with the information on this web page, I have developed a senior handbook that I hope will be of great benefit to seniors and parents. The handbooks are available in my office, and I hope that you will stop by and pick one up! I wish you the best of luck this year, and remember that I'm here to help!

College Testing Information

Colleges and universities require students to take a college entrance exam (ACT and/or SAT) prior to admission. Admission requirements (including scores required on ACT/SAT) can be found on the college's website. Students can register online for the ACT and/or SAT by visiting the links below. The first step is to set up a free account and then you may proceed through the registration process. When registering online, students must pay by credit card or a fee waiver (if eligible.) If you think you may qualify for a fee waiver, please visit with the counselor for eligibility requirements. Students must have an acceptable photo ID on the day of the test. Please see the counselor if you do not have one of the acceptable forms of identification. Students will more than likely take the college entrance exams multiple times in order to receive optimum results and increase scholarship chances.

ACT Dates, Registration, and Test Preparation Materials
SAT Dates, Registration, and Practice Materials

Great news! The ACT College Entrance Exam will be given at Comanche High School in October and in February. This is a great opportunity for you to test at your own high school and not have to drive out of town. Be sure to sign up by the registration deadline to reserve your seat! You may register at www.actstudent.org. Please contact Mrs. Hermesmeyer if you have questions. Following are important codes that will help during the registration process.

CHS High School Code (Use for ACT and SAT): 441435
CHS Test Center Code (For ACT): 201010

TSI Assessment:

According to the Texas Success Initiative (TSI), students must pass a reading, writing, and math skills test (TSI Assessment) prior to enrolling in college-level coursework. If one or more sections of the test are not passed, the college has the flexibility of deciding the best placement for the student. Some students may be exempt from the TSI requirement based on scores from other tests. Please see the counselor regarding exemptions from the TSI requirement. The TSI requirement must be satisfied before dual credit classes can be taken.

Home school students wishing to take college entrance exams or other college preparation exams may contact the counselor for more information.

Additional test prep for the ACT and SAT can be found at www.number2.com.

CHS Testing Dates

The testing dates at the following link are specific to Comanche High School and include dates for college testing (ACT, PSAT, PLAN, Advanced Placement) and also dates for STAAR EOC and Exit Level TAKS Retesting.

[CHS Testing Dates 2018-2019](#)

STAAR Testing Dates 2018-202+

(Available at the following link...)

[2018-2019 TEA Testing Calendar](#)

Parents play a key role in helping students achieve success in school. Working together with teachers, parents can help maximize the learning process while reducing test anxiety and stress.

Quick Tips for Parents:

- Conference with your child's teacher to find out what you can do to help your child.
- Stress the importance of going to bed early and getting plenty of rest the night before a test.
- Serve children a balanced breakfast before a test.
- Understand the importance of tests and make sure children are prepared, present, and on time.
- Expect the best from your child and let her know that you are proud of her.
- Start the day on a positive note. Remember that hugs and praises are powerful ways to start your child's day!

Applying to College

Colleges and universities have produced web pages that are filled with useful information about admission requirements, cost of attendance, campus size, housing, financial aid, and other useful facts beneficial to high school students. Anyone can find a specific college's website by going to a search engine (such as Google) and typing the college's name in the search box.

The compendium below contains a list of colleges and universities in the state of Texas, admission requirements, total expenses for an academic year, financial aid data and related information, helpful hints to the college bound, together with a calendar of various scholarship deadlines arranged by months.

[Compendium of Texas Colleges and Financial Aid Calendar](#)

Good news! Every Texas public four year university uses the ApplyTexas Application for admission. Students may complete one application and apply to as many of the Texas public universities as they choose. The student will need to pay the application fee charged by each

university to which they are applying. The student should complete the application electronically so that changes can easily be made. The ApplyTexas Application can be found at...

www.applytexas.org

(The 2018-2019 application is valid for the Summer 2018, Fall 2018, and Spring 2019 semesters.)

Students who will be applying to a private school, two-year college, technical school, or career school need to visit the school's website in order to access the application. Some private and two year colleges accept the ApplyTexas Application. Please see the counselor for assistance.

Please send in your college applications as early as possible. The ApplyTexas application usually opens on August 1st.

Financial Aid for College

Financial aid comes in the form of scholarships, grants, loans, and work-study programs. A very important part of the financial aid process is completing the FAFSA (Free Application for Federal Student Aid.) The FAFSA is the form that will qualify the student for grants, loans, and work-study programs. The FAFSA should be completed online at the following site...

www.fafsa.ed.gov

Both the student and parent will need to apply for a PIN (Personal Identification Number). The PIN serves as your electronic signature and allows you to make corrections on the FAFSA once you submit. The FAFSA cannot be submitted until after January 1 of the student's senior year since it requires wage and tax information up through December 31. Students should submit the FAFSA as soon as possible after January 1 so encourage your parents to get their taxes done as soon as possible in 2019! Be sure and check college deadlines so that you submit the FAFSA on time.

To estimate your eligibility for federal student aid, check out the online tool at...

[FAFSA4caster](#)

Scholarships

Applying for scholarships is a year-long process. The earlier students begin applying for scholarships, the more money they are likely to receive! There are an extensive number of scholarships available online. The student should also consider visiting with their parents about scholarships for his/her family's particular situation. For example, many scholarships are job, insurance company, or military experience related.

Start searching for scholarships before your senior year. By the time school starts, some national scholarship deadlines have already passed.

Tips:

1. Fill out every scholarship form that you qualify for.
2. Use any search engine and type in "scholarships." You will be amazed at the number of

scholarships that you can find.

3. The counselor will keep you notified of local scholarships as they become available. Check this web page regularly.
4. Do not pay for a scholarship search service. There are plenty of scholarship search sites that are available for free.
5. If the scholarship requires an essay, write it!
6. Do not miss deadlines!

For a detailed monthly scholarship listing of state and national scholarships, please click on the following link. Please email the counselor for a username and password to access the site. The list is updated monthly so please log in to the site often to check for new scholarships!

[E-Scholarships](#)

It's never too early to start talking to your child about college!!

A favorite activity of my family:

During summer vacations or when we're traveling, as we pass through a college town, we take the time to drive by the university, point out interesting facts about the college, and talk to our children about what college is and how to get there. We also talk about various occupations and careers and what type of college degree would be needed. It doesn't cost a thing...except for a little bit of time. :) You will be amazed at the questions kids will ask...sometimes quite humorous!

If your child will be the first in the family to attend college, do not worry! There are many college programs that provide assistance to first-generation college students. There are also many types of financial aid (grants, loans, work-study programs, scholarships) available to assist students while attending college.

Following is a link to College For All Texans....a helpful website that provides tons of college information! The site has a College Locator and a College Match-Up (Describe what you're looking for in a college and get a list of matches!)

[CollegeForAllTexans](#)

Additional college information can be found at the following websites:

[Texas College and Career](#)

[Own Your Own Future- Want to make your college dream a reality?- Start here.](#)

What career should you choose? Good news...There are endless opportunities!

Think about your interests, your likes and dislikes; not just in academics but in all areas. What are you passionate about? That's a great place to start. It is a good idea to talk to people about their careers. For example, if you're interested in medicine, talk to a doctor and ask questions about college, medical school and life as a doctor. Use the links below to find out more information about every career imaginable.

Most importantly, develop a goal. Will it change? Most likely, but you need to get started. The sooner you focus on something, the sooner you can get started making it happen.

Quick Links

Health Careers

The H.O.T. Jobs link has information on all of the careers related to the health care industry with explanations on salaries, job outlook, length of training, and which colleges in Texas offer education in each field:

H.O.T Jobs (Health Occupations in Texas)

The Occupational Outlook handbook is a publication of the US Department of Labor. Here you will find information on careers, salaries, and job outlook. Will you be able to find a job after you graduate? Look here to find out.

Occupational Outlook Handbook

The Reality Check website is great fun! You can choose the area of Texas where you want to live, your career and then start shopping. You'll find out if the job you are considering will pay you enough to live the lifestyle you would like!

Reality Check

Teacher Quality Plan Comanche ISD 2019-2020

Goal: Highly Qualified Staff	By the end of the 2019-2020 school year, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures (PM)	<ul style="list-style-type: none"> • 1. 100 % of core area teachers will be highly qualified by the end of the school year. • 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. • 3. 100% of new hires will meet highly qualified status prior to employment. • 4. The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. • 5. The percentage of teachers receiving high-quality professional development will be 100%. • 6. Low-income students and minority students will not be taught at higher rates than other student groups by teachers who are not highly qualified, inexperienced, or out of field. • 7. 100% of teachers not highly qualified in a core academic subject due to rural and special education flexibility will meet Highly Qualified standards by the end of the school year. • 8. Provide incentives to attract and retain all Highly Qualified teachers.
Summative Evaluation	Personnel files and highly qualified worksheets

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget / Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	3	Post vacancies on a variety of job boards <ul style="list-style-type: none"> • Region 14 Job Opportunities • Local colleges and universities • Texas High School Coaches' Assn. • Anywhere ISD website 	All Teachers	Superintendent Principal	Local funds	Number of positions posted	Sept., 2019 Feb., 2020 May, 2020
Instruction by Highly Qualified Teachers	1	Analyze data from all teachers' certifications, testing results, staff development records, and service records to ensure that all teachers meet the highly qualified requirements	All Teachers	Principal	Local funds Title II Part A	Review Personnel files, professional development records, and teaching credentials	Aug., 2019
Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All Teachers	Superintendent Principal	Local/state funds	Personnel files; teachers' credentials;	June, 2019 Aug., 2020
Instruction By Highly Qualified Teachers	4 & 6	Change teaching assignments for teachers who do not meet highly qualified requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not highly qualified	All Teachers	Principal	Local funds	Review of master schedule; review of teachers HQ status	June, 2019 Aug., 2019 Jan., 2020

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget / Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not highly qualified to become highly qualified	All Teachers	Superintendent Principal	Title II, Part A Local/state funds	Review of staff development certificates; review of Request to be Absent paperwork	Aug., 2019 Jan., 2020 May, 2020
Instruction by Highly Qualified Teachers	1 & 7	Reimburse teachers and paraprofessionals up to six college hours a year in order to meet Highly Qualified standards.	All Teachers and Paraprofessionals	Superintendent	Local Funds	Copy of college transcript	Aug., 2019 Jan., 2020 May, 2020
Instruction By Highly Qualified Teachers	7	Assist teachers in maintaining or attaining certification through alternative certification programs and TExES testing in order to assure that all teachers are highly qualified <ul style="list-style-type: none"> Remind teachers of procedures for renewing Standard Certificate Post TExES Review Course information 	All Teachers	Principal	Local/state funds (if applicable)	Review of staff development handouts for renewal of certificates; actual poster	Aug., 2019 Jan., 2020 May, 2020
	2	Analyze data from paraprofessionals' files to ensure that all instructional paraprofessionals are highly qualified	Instructional Paraprofessionals	Principal	Local/state funds	Review of paraprofessionals' personnel files	Aug., 2019
	2	Require all paraprofessionals who are not highly qualified to complete the Paraprofessional Academy at Region 14 Education Service Center	Instructional Paraprofessionals	Superintendent Principal	Title II, Part A Title I, Part A	Review of certificates of completion	Aug/Sept 2019 January 2020
Strategies to attract Highly Qualified Teachers	8	Continue above base/differential pay to attract highly qualified personnel and to retain those already on staff	All Teachers	Superintendent	Local/state funds	Review of personnel files and teacher turn-over rate	Aug., 2019 to July, 2020
Instruction By Highly Qualified Teachers	1	Replace unexpected teacher vacancies with Highly Qualified staff	All Teachers	Superintendent Principal	Local/state funds	Review Personnel files, professional development records, and teaching credentials	As unexpected vacancy arises
Instruction By Highly Qualified Teachers	5	Continue yearly training of Reading Recovery/Dyslexia/Special Education/ESL and all classroom teachers in core academic areas	Reading Recovery/Dyslexia/Special Education/ES teachers	Superintendent Principal	Local, Title I, and Title II-A Funds	Professional Development Records on file, and at Region 14 ESC	Aug., 2019 Jan., 2020 May, 2020

2019-2020 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

<p>Grades 3-12, Ungraded (UG) or Out of School (OS)</p>	<p>Students who failed one or more of the state assessments (TAKS/STMR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a 1 Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.</p>
<p>Grades K-2</p>	<p>Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their education interrupted during the previous or current regular school year.</p>

2019-2020 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

<p>Goal(s): To ensure that identified Priority for Service (PFS) Migrant students in Comanche ISD receive interventions in order to succeed in school.</p>	<p>Objective(s): Comanche ISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.</p>
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Required Activities	Timeline	Person(s) Responsible	Documentation
PFS Action Plan	Before the first day of school	Federal Programs Director	A copy of the PFS Action Plan will be kept at the administration office and at each campus separate from the District Improvement Plan
Run PFS Reports	At the end of each month	Migrant Aide at each campus	Monthly Migrant PFS student reports will be filed with the Administration Office and at each campus office in order to target services appropriately to Migrant PFS students for the improvement of academic performance
Provide a list of Migrant Priority for Service (PFS) students to the principal(s), appropriate campus staff, and parents	At the end of each month	Migrant Aide at each campus	NGS PFS Reports
Review the academic status of each PFS student after each six-week reporting period. In consultation with the campus administrator(s), counselor(s), and classroom teacher(s), a migrant individualized education plan will be developed for each PFS student not meeting or at risk of not meeting all academic standards	At the end of each six weeks grading period	Migrant Aide at each campus	Progress reports, six-weeks report cards, Migrant Individualized Education Plan (MIEP) with date of consultation and signature of participants. Copies should be sent to Region 14 NGS Data Entry Specialist.

2019-2020 Comanche ISD Priority for Service (PFS) Action Plan for Migrant Students

Required Activities	Timeline	Person(s) Responsible	Documentation
<p>Include services/strategies/interventions by non-migrant funded programs in each PFS student's MIEP (List federal, state and local programs servicing Priority for Service students)</p>	<p>Updated as needed or per six weeks</p>	<p>Migrant aide at each campus</p>	<p>MIEP (Migrant Individualized Education Plan)</p>
<p>Ensure migrant students receive priority access to instructional services, as well as social workers and community social services/agencies.</p>	<p>As needed throughout the school year</p>	<p>Migrant aide at each campus</p>	<p>Phone logs, documentation of services provided</p>
<p>Focus services on PFS students according to MIEPs</p>	<p>As needed throughout the school year</p>	<p>Migrant aide at each campus</p>	<p>Monthly service log/time and effort reflecting services and time spent with PFS students</p>
<p>Conduct home visits or community visits to update parents on the academic progress of their children</p>	<p>As needed, minimum once per semester</p>	<p>Migrant aide at each campus</p>	<p>Phone logs, travel logs, copies of documents shared on home visits</p>
<p>Monitor all migrant students' academic achievement with particular focus on migrant PFS students' progress; disaggregate data to determine and target achievement gaps; utilize data to target service and develop student MIEPs</p>	<p>Ongoing throughout the school year</p>	<p>Campus & District Administrators, Counselors, Teachers, Migrant Aides</p>	<p>Data disaggregation & comparisons, MIEP's</p>
<p>Ensure that the district includes the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).</p>			

Grade	Reading		Writing		Math		Science		Social Studies	
	Count	Performance	Count	Performance	Count	Performance	Count	Performance	Count	Performance
3rd	82	Approaches	NA	Approaches	86	Approaches	NA	Approaches	NA	Approaches
	38	Meets	NA	Meets	48	Meets	NA	Meets	NA	Meets
	27	Masters	NA	Masters	26	Masters	NA	Masters	NA	Masters
4th	70	Approaches	57	Approaches	78	Approaches	NA	Approaches	NA	Approaches
	34	Meets	20	Meets	40	Meets	NA	Meets	NA	Meets
	18	Masters	7	Masters	24	Masters	NA	Masters	NA	Masters
5th	85	Approaches	NA	Approaches	90	Approaches	78	Approaches	NA	Approaches
		Meets	NA	Meets		Meets	44	Meets	NA	Meets
		Masters	NA	Masters		Masters	13	Masters	NA	Masters
6th	61	Approaches	NA	Approaches	78	Approaches	NA	Approaches	NA	Approaches
	27	Meets	NA	Meets	25	Meets	NA	Meets	NA	Meets
	11	Masters	NA	Masters	5	Masters	NA	Masters	NA	Masters
7th	65	Approaches	62	Approaches	54	Approaches	NA	Approaches	NA	Approaches
	35	Meets	29	Meets	14	Meets	NA	Meets	NA	Meets
	15	Masters	8	Masters	14	Masters	NA	Masters	NA	Masters
8th	86	Approaches	NA	Approaches	89	Approaches	70	Approaches	60	Approaches
		Meets	NA	Meets		Meets	25	Meets	22	Meets
		Masters	NA	Masters		Masters	6	Masters	13	Masters
Grade	English I		English II		Algebra I		Biology		US History	
High School	74	Approaches	76	Approaches	92	Approaches	90	Approaches	93	Approaches
	55	Meets	55	Meets	56	Meets	51	Meets	68	Meets
	11	Masters	8	Masters	23	Masters	9	Masters	40	Masters