

# Plainview Independent School District

## District Improvement Plan

### 2017-2018



# Mission Statement

The mission of the Plainview Independent School District, in partnership with the community, is to graduate all students with skills and values to compete successfully as life-long learners in society by addressing the needs and recognizing the worth of each student through a coordinated program of instruction in a safe, disciplined environment.

# Vision

Hope...Believe...Achieve...Together!

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Located in Hale County, Plainview ISD earned a Met Standard rating for the 2016-2017 school year. The district currently serves 10 campuses, including six elementary campuses, two middle schools, one traditional high school, and an alternative high school. All schools were rated "Met Standard" for the 2016-2017 school year.

With an enrollment of approximately 5,574(end of second week) students, Plainview ISD is a district with 78% Hispanic, 15% White, 4.4% African American, with the remaining 2% of the population being two or more races, Asian and other. The student population is 51% female, and 49% male. Approximately 76% of the students are eligible for free or reduced-price lunches under the National School Lunch program (eoy data). Approximately 5% of our students are English Language Learners (ELL - boy data), 9% are special education and 8.1% of the total student population are participants in the gifted/talented program (boy data).

Student Enrollment decreased slightly from the 2015-2016 school year. (Down 74 students from last year)

The ethnic distribution of the district remained stable between 2015-2016 and the 2016-2017 school year.

### Demographics Strengths

The district's diversity and cultural heritage add a beneficial dimension to the school experience. Students benefit from shared experiences and common values and expectations.

Strengths:

- Student Attendance rates remained steady
- 94% of seniors accepted into postsecondary education
- Teacher experience level
- Student to teacher ratio is good

## Student Achievement

### Student Achievement Summary

In 2015-2016 Plainview ISD had all campuses meet accountability. In addition, System Safeguards will be addressed in their Campus and District Improvement Plans as follows:

**District:** Reading - SPED, ELL; Math - Sped; Writing - African American, Economically Disadvantaged, Sped, ELL; Science - Sped, ELL; Social Studies - Sped

**College Hill:** Science - all students, hispanic and economically disadvantaged

**Edgemere:** Science - hispanic and economically disadvantaged

**Highland:** Reading - Hispanic and economically disadvantaged

**Hillcrest:** Writing- All students, Hispanic, Econ Disadvantaged

**LaMesa:** Reading - Hispanic and Economically disadvantaged; Writing - Hispanic and Economically disadvantaged

**Thunderbird:** Reading- All students, Hispanic, Econ Disadv, ELL; Writing- All students, Hispanic, Econ Disadv; Science- All students, Econ Disadv

**Coronado:** Writing -Hispanic, Economically Disadvantaged; Reading - Sped; Math - Sped; Science - White, Economically disadvantaged Social Studies - All, Hispanic, White, Economically disadvantaged

**Estacado:** Social Studies - Hispanic, Economically disadvantaged; Writing - economically disadvantaged; Math - Sped; Reading - sped

**Ash:** Reading - All Hispanic, Economically Disadvantaged

**PHS -** Reading - African American, Sped; Math - Sped; Science - Sped; Social Studies - Sped,

The following campuses earned distinction designations in the listed areas:

- Plainview High School Math, Top 25% Gap Closure, Post Secondary Readiness (3)

- Estacado - Top 25% Student Progress (1)
- College Hill - Science (1)
- Edgemere - Top 25% Student Progress, Top 25 Percent Closing Performance Gaps, Postsecondary Readiness (3)
- Highland - Top 25 Percent Student Progress (1)
- Hillcrest - Science (1)

## **Student Achievement Summary**

- Elementary - There is no pattern to achievement within campuses or between grade levels across campuses, which has been largely impacted by the staff turnover over the past three years because of teacher shortages.
- Elementary grade 3 and 4 math scores were steady from last year
- Elementary - Decreases in scores at both grade 3 and 4 reading; Grade 4 writing increased; Grade 5 Science decreased
- Middle School Math decreased at grades 6 and Grade 7
- Middle school - Decreases in grade 6 and 7 reading; Increase in Grade 7 writing; Grade 8 Social Studies and Science decreased
- High School - EOC English 1 and II are our lowest scores.
- High School - Biology, Algebra 1 and U. S. History remained stable
- We are below the state average in reading at all grade levels 3-8.
- Writing scores at grades 4 and 7 increased slightly and we began to close the gap toward the state average
- Final Level 2 performance must be a priority at all grade levels and content areas
- Achievement gap between Hispanic and Economically Disadvantaged subpops and All is not significant for reading
- SPED and ELL STAAR scores are of particular concern
- STAAR A scores are concerning
- Grade 8 Social Studies is the lowest STAAR score (51%)

## **Student Achievement Strengths**

### **Additional strengths:**

- Intervention built in daily schedules
- Active PLCs (Professional Learning Communities) at every campus and at district level
- Grade 5 math at 92%
- Use of data from curriculum based assessments to drive instruction
- All EOC tests equal to or above the state average

- Writing scores at grades 4 and 7 increased slightly and began to close the gap to the state average
- All junior students took the ACT test
- Increased number of AP students and increased number of AP students gaining college credit

## **District Culture and Climate**

### **District Culture and Climate Summary**

PLC Meetings:

Each campus provides time for teachers to collaborate during the school day. Some campuses have aligned planning periods so that teachers have the opportunity to collaborate multiple times each week. The structure of the PLC meetings has been clearly defined to increase the amount of time PLCs are focusing on current student performance and how they will design or modify instruction in order to produce higher results. Protocols for these meetings have been refined by each of the campuses for the 2016-2017 school year. Curriculum Based Assessments are given in each core area across the district at all grade levels and data discussed during PLC time.

PBIS is being refined for the 2016-2017 school year on each campus and all staff have been trained.

### **District Culture and Climate Strengths**

**The district has initiated facilitated collaboration in the form of Principal Academies and Assistant Principal Academies to discuss in detail the following:**

- Instructional Leadership
- Standard-Based Assessments
- Intervention
- Campus Leadership Development
- Data Analysis for Learning
- Professional Learning Community Development
- Coaching
- Instructional Rounds

All principals and assistant principals attend these academics and dialog as instructional leaders. All administrators are integral to district success.

### **Additional Strengths:**

- Atmosphere - friendly and welcoming staff
- Leadership
- Capacity
- Curriculum

- Resources
- Community Involvement
- Team Plainview
- PBIS Initiative
- PLC
- Curriculum Based Assessments
- Standard Response Protocols implemented
- Parent conferences held with elementary parents at end of first six weeks
- Extracurricular programs
- Common Formative Assessments
- Students feel safe at school and their parents feel they are safe according to surveys
- Communication using technology
- Resources in varied languages



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Plainview ISD strives to continuously recruit and maintain a highly qualified, highly motivated professional staff. In addition, retention of qualified personnel is an important part of the success of the district.

- Continue to seek high quality staff
- 9 teachers are on emergency permits this year
- Maintain staff morale
- Staff development must be meaningful and purposeful
- Mobility rate still in the 20% range, but slightly lower than last year

### **Staff Quality, Recruitment, and Retention Strengths**

Successful Strategies include:

- High quality Staff Development activities with an emphasis for the year on professional learning communities, balanced literacy and poverty
- Plainview ISD works in conjunction with colleges and universities to attract the most qualified and highly trained teachers.
- Continue active recruitment efforts
- Reimbursement for additional certifications obtained by teachers
- The district offers signing bonuses in hard-to-fill teaching fields in order to fill critical areas with quality staff
- ESL support
- Continue capacity building through mentoring program, instructional coaches training, new teacher academy and administrative academies
- Instructional coaching
- Competitive salaries
- Rewarding longevity
- Employee benefits
- Whatever it takes attitude of administrators and allowing teachers professional freedoms

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

TEKS Resource System was implemented district wide in all content areas in the 2012-2013 school year. In 2014-2015 it was in full implementation with curriculum based assessments being required in all core areas across the district. Data from these assessments was used by PLCs to drive instruction. Instructional focus for the 2016-2017 will be in the areas of balanced literacy, writing, reading and social studies.

Accountability data indicates the district is in need of improvement in Reading, Math, Writing, Social Studies, Special Education and ELL programs.

The following are district system safeguards that were not met:

- **Special Ed Reading (43%)**
- **ELL Reading (50%)**
- **Hispanic Writing (59%)**
- **Econ Disadv Writing (56%)**
- **Special Ed Writing (21%)**
- **ELL Writing (28%)**
- **ELL Science (39%)**

### **Curriculum, Instruction, and Assessment Strengths**

- TEKS Resource System is now a district wide implemented curriculum management system for K-12 in all content areas and will be monitored for fidelity
- District has made progress with TELPAS scores
- Academic vocabulary will continue to be a focus in all classrooms
- Increased monitoring of instruction
- Maintaining valid testing schedules
- Maintaining strong remediation and RTI practices
- Continuing to provide meaningful high quality staff development both on campus and at district level
- Full implementation of PLCs
- Balanced literacy professional development
- Instructional coaches at elementary campuses
- Gen TEX/CTE courses

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Plainview Independent School District acknowledges the vital role of parents as important partners in the education and success of our students. The involvement of parents on each campus is encouraged and facilitated by various opportunities for participation.

### **Family and Community Involvement Strengths**

All schools offer multiple opportunities for parent participation and involvement. From special parent partnering opportunities to thriving booster club activities, the participation of parents is welcomed by all schools. Support of the schools also extends to the business community. The city has a long-standing positive relationship with schools and the students we serve.

#### **Additional Strengths:**

- Parent access to grades through Family Access
- School Messenger to keep parents informed of vital school announcements
- School Health Advisory Council Plainview ISD web page
- Site based committees at each campus
- Public hearings
- Surveys
- Language communication
- Safe schools
- PTA
- serving students in special programs
- Call outs to parents

## **District Context and Organization**

### **District Context and Organization Summary**

District priority is full implementation of effective PLCs and elimination of randomization in all areas of our district - curriculum, finance, human resources, instruction, assessment and administrative services. The further refinement of the middle school concept as we are only two years into the implementation of the grade 6,7,8 configuration is also a priority.

### **District Context and Organization Strengths**

- Learning Environment
- Leadership capacity in knowledge and experience
- PLCs
- Vertical structure
- School safety
- Understandable language for all stakeholders
- Friendly perception
- Adequate time for intervention
- Adequate leadership structure
- Mentor/induction programs
- Afterschool activities and instruction

# Technology

## Technology Summary

Currently Plainview ISD has a solid technology infrastructure. Each campus and building in the district has wireless access and each classroom has some way to visually display computer to students via tvs or projectors. The majority of the campus teaching staff has access to a Mobi or other form of tablet to allow them to deliver lessons via computer anywhere in the room. Each elementary has at least one computer lab, Coronado Middle School has 3, Estacado Middle School has 4 and the high school has 8. In addition each elementary campus has at least two carts of 25 laptops, middle schools have at least two mobile carts and two carts of iPads and laptops and high school has over 180 iPads for student use and one mobile lab.

## Technology Strengths

- Good current infrastructure
- New computers for staff this year
- Increased network speed/board bandspeed

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



# Goals

**Goal 1: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR reading will increase from 35% to 37% by May 2018.**

**Performance Objective 1: -**

**Evaluation Data Source(s) 1: -**

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The data protocol for curriculum based assessments will analyze percentage of students crossing thresholds with an action plan to increase the number of students at the meets standard and masters standard level.		Campus administration	Increased cba scores; data protocols with action plans				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							











**Goal 2: The percentage of all students who are at post-secondary readiness standards (meets standard) in STAAR math will increase from 33% to 35% by May 2018.**

**Performance Objective 1: -**

**Evaluation Data Source(s) 1: -**

**Summative Evaluation 1:**

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

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) The data protocol for curriculum based assessments will analyze percentage of students crossing thresholds with an action plan to increase the number of students at the meets and masters standard level.</p>		Campus administration	Increase in cba scores; data protocols with actions plans on file				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 3: The average composite score for high school students taking the ACT exam will increase from 17 to 18 by July 2018.**

**Performance Objective 1: -**

**Evaluation Data Source(s) 1: -**

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training for knowledge and awareness of ACT test for staff, students and parents.	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Staff, students, and parents	Increase ACT composite scores.				
2) Professional development will be targeted for science and math to increase ACT scores.		Campus administration	Increased ACT scores; sign in sheets for documentation				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 4: The district will improve and expand communication access for parents and community.**

**Performance Objective 1: -**

**Evaluation Data Source(s) 1: -**

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Form a committee to investigate current parent involvement practices in order to best serve our students.	1.0, 6.0	Executive Director for Curriculum and Instruction, Campus Principals, Parent Involvement Committee	Increased Parent Involvement				
= Accomplished                    = Continue/Modify                    = Considerable                    = Some Progress                    = No Progress                    = Discontinue							

**Goal 5: System safeguards will be addressed in all areas.**

**Performance Objective 1: -**

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campuses will address their specific system safeguards during campus professional development days.		Campus administration	Increased STAAR scores				
2) Grade 4 writing teachers will participate with Lead4ward writing webinar.		Elementary Coordinator	Increased knowledge for staff and increased STAAR scores				
3) PBMAS targeted improvement plan will specifically address ELL and SPED students.		Principals DCSI Director for Student Support Services Director for Federal and Student Academic Services	Increased STAAR scores				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	The data protocol for curriculum based assessments will analyze percentage of students crossing thresholds with an action plan to increase the number of students at the meets and masters standard level.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6117-05-699-0-24-000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$47,610.00
199-11-6117-05-699-0-30-000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$31,032.00
199-31-6117-05-699-0-24-000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,150.00
199-11-6119-00-999-0-24-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$39,150.00
199-11-6127-05-699-0-30-000	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$9,497.00
199-21-6129-00-999-0-24-000	6129 Salaries or Wages for Support Personnel	\$31,133.00
199-11-6141-00-999-0-24-000	6141 Social Security/Medicare	\$568.00
199-21-61410-999-0-24-000	6141 Social Security/Medicare	\$451.00
199-11-6142-00-999-0-24-000	6142 Group Health and Life Insurance	\$3,069.00
199-21-6142-00-999-0-24-000	6142 Group Health and Life Insurance	\$4,092.00
199-21-6144-999-0-240-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,428.00
199-11-6144-00-999-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,784.00
199-11-6146-00-999-0-24-000	6146 Teacher Retirement/TRS Care	\$1,092.00
199-21-6146-00-999-0-24-000	6146 Teacher Retirement/TRS Care	\$700.00
199-11-6147-00-999-0-24-000	6148 Employee Benefits - Locally Defined	\$4.00
199-21-6147-999-0-24-000	6148 Employee Benefits - Locally Defined	\$6.00
<b>6100 Subtotal:</b>		<b>\$176,766.00</b>
<b>6200 Professional and Contracted Services</b>		
199-34-6299-05-699-0-24-000	6299 Miscellaneous Contracted Services	\$10,000.00
199-34-6299-05-699-0-30-000	6299 Miscellaneous Contracted Services	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$20,000.00</b>

<b>6300 Supplies and Services</b>		
199-11-6399-05-699-0-24-139	6399 General Supplies	\$500.00
199-11-6399-05-699-0-30-000	6399 General Supplies	\$500.00
199-11-6399-05-699-0-30-139	6399 General Supplies	\$500.00
199-11-6399-16-999-0-24-000	6399 General Supplies	\$509.00
		<b>6300 Subtotal:</b>
		<b>\$2,009.00</b>
<b>6400 Other Operating Costs</b>		
199-11-6399-06-999-0-24-701	6411 Employee Travel	\$500.00
		<b>6400 Subtotal:</b>
		<b>\$500.00</b>



**Personnel for District Improvement Plan:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Isaguirre	Dist. Support Specialist	FCE	.50
Dalia Pardo	Dist. Support/Administrative Assist.	SCE	.50
Mishell Roberts	Home-Bound	SCE	.75

# Addendums

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)*

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**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.

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BULLYING  
PROHIBITED

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

DEFINITION

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

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

This conduct is considered bullying if it:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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.

# PISD Educational Improvement Council

Thursday - September 22, 2016 4:15 pm

Houston School Room #5

**Hope. Believe. Achieve... Together!**

## Sign-In Sheet

First Name	Last Name	Represent	Signature
Linda	Morris	Community	Linda Morris
Mike	Fox	Business	Mike Fox
Cynthia	Trevino	Community	
Becky	Villanueva	Business	
Ashley	Mayberry	Parent- La Mesa	
Becky	Gonzales	Parent- Hillcrest	
Rhonda	Jackson	Parent- Estacado	Rhonda Jackson
Sara	Hanoch	Ash	Sara Hanoch
Jennifer	Havens	College Hill	Jennifer Havens
Kim	Haresnape	Coronado	
Lynn	Kreeger	Coronado	
Noelle	Garza	Coronado	
Edna	Garcia	District Administrator	
Greg	Brown	District Administrator	
Jeff	De La Garza	District Administrator	Jeff De La Garza
Sharon	Wright	District Administrator	Sharon Wright
Lyn	Baker	Edgemere	Lyn Baker
Linda	Hall	Estacado	Linda J. Hall
Sali	Tabor	Estacado	Sali Tabor
Jennifer	Stephenson	Highland	Stephenson
Kathy	Jones	Hillcrest	Kathy Jones
Dina	Savage	La Mesa	Dina Savage
Susan	Flippin	Librarians	
Michelle	Williams	Nurses	Michelle Williams
D'Lee	Marble	PHS	Doree Marble
Kylie	Van Pelt	PHS	
Lori	Franklin	PHS	
Robin	Sweeney	PHS	
Ahmalisia	Lopez	Speech	
Diana	Brumley	Thunderbird	Diana Brumley



Thursday, September 22, 2016  
4:15-5:15 PM  
Houston School Room #3

## **Educational Improvement Council**

### Agenda

1. Review of District Improvement Plan
2. Approval of District Improvement Plan

**Plainview Independent School District**

**Educational Improvement Council**

**Minutes of Meeting**

**Thursday, September 22, 2016**

Sharon Wright called the meeting to order. The district improvement plan was reviewed. All members had received an email copy earlier in the week to peruse. There were no needed changes from members. Sharon pointed out the deletion of Compass Learning Math for middle school due to the state purchasing Think Through Math for those grade levels. A motion was made to accept the plan as presented. The motion was seconded and approved by the committee.