

Wylie Independent School District
Groves Elementary School
Improvement Plan
2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

R. V. Groves Elementary is a K-4 elementary campus, which is identified as a Title I Campus with 574 students. Groves is a neighborhood school, and all students live within two miles of the school. 35.9% of students are identified as economically disadvantaged. 22.8% of students are LEP. 12.2% of students qualify for special education.

African American - 18.1%

Hispanic - 19.7%

White - 44.4%

Asian - 13.4%

Demographics Strengths

9.1% mobility rate

96% teacher retention rate

Low rate of change in ethnic distribution

96.6% attendance rate

9% of students qualify for GT

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 35.09% of students are economically disadvantaged. **Root Cause:** Our attendance zone includes a large area of lower income housing and a large neighborhood with multiple families living in one household.

Problem Statement 2: 22.08% of students qualify as LEP. **Root Cause:** Our attendance zone includes a large area of families whose parents are first generation citizens of the United States.

Student Learning

Student Learning Summary

Data from 2018-19 due to cancelled statewide testing during COVID-19:

3rd grade math (126 students)

Approaches: 91.27%

Meets: 69.84%

Masters: 37.3%

3rd grade reading (126 students)

Approaches: 86.51%

Meets: 60.32%

Masters: 43.65%

4th grade math (118 students)

Approaches: 89.29%

Meets: 66.95%

Masters: 46.61%

4th grade reading (118 students)

Approaches: 84.75%

Meets: 62.71%

Masters: 36.44%

4th grade writing (117 students)

Approaches: 75.21%

Meets: 48.72%

Masters: 24.79%

Student Learning Strengths

District assessments and statewide testing was suspended for 2019-2020 due to COVID-19. Information below is from 2019-2020:

Kinder increased advanced reader levels from 13% to 24% using BAS.

1st increased advanced reader levels from 25% to 33% using BAS.

2nd grade teachers increased the analysis of comprehension from MOY to EOY using BAS, which caused more students to drop in their levels but be exposed to higher, more complex thinking.

3rd grade math had 91.27% passing rate.

3rd grade reading improved by 6-10% from 2017-18 scores.

Almost half (43.65%) of the students in **3rd grade scores a masters level in reading.**

The goal for **4th grade math (45%)** at the masters level was met with 46.61%.

The goal for **4th grade writing (24%)** at the masters level was met with 24.79%.

4th grade math exceeded scores from 2017-18 in all three areas.

4th grade reading exceeded scores from 2017-18 in approaches and meets levels.

Campus exceeded state scores in every domain.

Assessment	State	Campus	DIFFERENCE
G03 math	78/48/24	91/69/38	13/21/14
G03 reading	76/44/28	87/60/44	11/16/16
G04 math	74/46/28	85/63/36	11/17/8
G04 reading	74/43/22	85/63/36	11/20/14
G04 writing	65/33/10	75/49/25	10/16/15

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As reported in 2018-19, K-2 showed a decrease in percentiles for students reading on grade level and below grade level using the BAS tool for comprehension. Interventions will continue in 2020-21 as students will be in greater deficit due to the campus closures and online learning in 2019-2020. **Root Cause:** K-2 teachers were unfamiliar with the level of rigor required for identifying correct answers using BAS in the MOY and erred in favor of students. Over time, teachers were more familiar with questioning and analyzing student responses. Therefore, scores were more accurately measured in the EOY results using the BAS tool.

Problem Statement 2: As a result of online learning and campus closures during COVID-19, students will begin 2020-21 with deficits academically. It will be critical to analyze assessment data closely and monitor all students groups for growth. **Root Cause:** COVID-19 and campus closures.

School Processes & Programs

School Processes & Programs Summary

Weekly PLCs

Campus reading interventionist on campus 100% of each day (6-% of the day in 2019-2020)

Team of 6 implementing interventions for identified Tier 2 and Tier 3 students utilizing LLI, Florida State resources, etc.

Regular RTI meetings to determine students of greatest needs and specific interventions necessary.

Regular vertical team meetings to discuss strategies for developing continuum of learning across grade levels.

Regular campus staff meetings that focus on learning objectives related to enhancing student engagement.

Student learning objectives create focused instruction in a sub-optimized area of achievement mastery per grade level.

Daily intervention time for all students - built into master schedule that maximizes the beginning of each day with literacy. CAMP teachers are utilized for support in classrooms.

#edtechwylie initiative by incorporating iPads and Chromebooks using 21st Century Learning Skills

Implementation of Discovery Club to support vocabulary acquisition for lowest performing reading students

Cooperative efforts in after school tutoring program with FBC of Wylie and Bush Elementary

School Processes & Programs Strengths

85% of classroom teachers ESL certified

80% of classroom teachers GT certified

85% of staff has five or more years of experience teaching

Campus master schedule which allows for collaboration among grade level team members and daily intervention/enrichment time for all students.

Appointments set with teachers for RTI discussions monthly.

Literacy specialist support in all grades scheduled as coaching model throughout the year.

GT push-in support for planning more rigorous instruction, specifically in Kinder and 2nd grade teams.

Increased teacher leader capacity to lead PLCs, two trained PLC leaders per grade level in grades 3 and 4.

SIOP strategies supported on campus through Region X representative.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Economically disadvantaged hispanic students perform significantly lower academically than non-economically disadvantaged students or economically disadvantaged students who are not hispanic. **Root Cause:** Economically disadvantaged hispanic students come from homes where parents tend not to have high school diplomas and parents are often not fluent in English.

Perceptions

Perceptions Summary

- Parent education night
- Weekly PLCs lead by campus leaders
- Master schedule built around intervention time to meet needs of all student
- WatchDOGS program
- Consistent, but various methods of communication with parents (classroom newsletters, marquee notices, Skyward notices, paper calendar in foyer, monthly calendar sent out to parents)
- 100% PTA attendance and participation in general session meetings/events
- regular campus attendance at district-led snack attack PD sessions

Perceptions Strengths

- 99% parents attended parent/teacher conferences
- 40% of parents attended parent education night
- 3% of students receiving discipline referrals

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A core group of parents is actively engaged in school life on a regular basis, but the size and diversity of this core group has not changed over the years to reflect our student population. **Root Cause:** Our most involved parents are parents who have flexible work schedules. Parents who have language barriers may not be comfortable engaging in school life.

Priority Problem Statements

Problem Statement 1: 35.09% of students are economically disadvantaged.

Root Cause 1: Our attendance zone includes a large area of lower income housing and a large neighborhood with multiple families living in one household.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Instill community and ethical values in our students

Performance Objective 1: 100% of students will participate in The Wylie Way

Evaluation Data Sources: Student climate survey

Summative Evaluation: None

Strategy 1: Monthly Wylie Way Focus	
Strategy's Expected Result/Impact: Number of students participating in Think College Thursdays Number of Teachers promoting The Wylie Way	Formative
Staff Responsible for Monitoring: Counselor, special areas lead teacher	Nov
Title I Schoolwide Elements: 2.4, 2.5 TEA Priorities: None ESF Levers: None	Feb
Problem Statements: None Funding Sources: None	June
	Summative
	Aug
Strategy 2: One Wylie Way guidance lesson per grading period for each class	
Strategy's Expected Result/Impact: Counseling Calendar connected to computer class in rotations Staff Responsible for Monitoring: Counselor	Formative
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Nov
Problem Statements: None Funding Sources: None	Feb
	June
	Summative
	Aug

Strategy 3: PALS program for high school students to mentor elementary age students				
<div>Strategy's Expected Result/Impact: PALS log</div> <div>Staff Responsible for Monitoring: Counselor</div> <div><div>Title I Schoolwide Elements: 2.5, 2.6</div><div>TEA Priorities: None</div><div>ESF Levers: None</div></div> <div><div>Problem Statements: None</div><div>Funding Sources: None</div></div>				Formative
				Nov
				Feb
				June
				Summative
				Aug
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 2: 100% of teachers will create bully-free classrooms so that 100% of students experience a bully-free classroom.

Evaluation Data Sources: Campus bully report log

Summative Evaluation: None

Strategy 1: Implementation of District Anti-Bullying Policy				
<div>Strategy's Expected Result/Impact: Bullying Report Forms, Guidance Lesson Plans</div> <div>Staff Responsible for Monitoring: Counselor and Assistant Principal</div> <div>Title I Schoolwide Elements: 2.5, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources: None</div>				Formative
				Nov
				Feb
				June
				Summative
				Aug
Strategy 2: Participate in Unity Day through Wylie Way to join together against violent classrooms.				
<div>Strategy's Expected Result/Impact: Anti-bullying assembly</div> <div>Staff Responsible for Monitoring: Counselor, PTA</div> <div>Title I Schoolwide Elements: 2.5, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources: None</div>				Formative
				Nov
				Feb
				June
				Summative
				Aug
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 3: Campus attendance rate will be at 97.5% or above.

Evaluation Data Sources: Campus attendance reports





Summative Evaluation: None

Strategy 1: Attendance and tardies will be monitored on a monthly basis				
Strategy's Expected Result/Impact: Tardy and attendance reports, tardy and attendance letters to parents				Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk				Nov
Title I Schoolwide Elements: 2.5, 2.6		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		None		Summative
				Aug
Strategy 2: Recognize students with perfect attendance and no tardies each nine weeks period.				
Strategy's Expected Result/Impact: Campus attendance reports				Formative
Staff Responsible for Monitoring: Classroom teacher, attendance clerk				Nov
Title I Schoolwide Elements: 2.5, 2.6		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		None		Summative
				Aug
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 4: Encourage parent involvement

Evaluation Data Sources: social media invitations, pictures, teachers sending CHOMPliments home

Summative Evaluation: None

Strategy 1: Encourage more parental involvement with student successes and achievements.				
Strategy's Expected Result/Impact: More parents will come to the campus when invited through social media event notices and the marquee to hear good things about their child.				Formative
Staff Responsible for Monitoring: admin, teachers				Nov
Title I Schoolwide Elements: 2.6				Feb
TEA Priorities: None				June
ESF Levers: None				Summative
Problem Statements: None				Aug
Funding Sources: None				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 1: Groves will increase the percentage of 3rd grade students who show mastery of grade level standard.

Reading interventionist plans intervention plans for T2 and T3 students.

Evaluation Data Sources: 3rd grade reading STAAR scores

Summative Evaluation: None

Strategy 1: Provide small group differentiated reading instruction for all 3rd grade students.			
Strategy's Expected Result/Impact: Increase percentage of 3rd grade students approaching grade level on STAAR reading by 2% each year.		Formative	
		Nov	
		Feb	
Staff Responsible for Monitoring: 3rd grade teachers, campus administration, ESL teacher, dyslexia therapist, special education teachers		June	
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None	
TEA Priorities: None		Funding Sources:	
ESF Levers: None		None	
Comprehensive Support Strategy		Summative	
		Aug	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Performance Objective 2: 100% of students will show at least one year of growth in reading and math.

Evaluation Data Sources: District diagnostic Reading and Math scores, BAS, STAAR Student Progress Measure

Summative Evaluation: None

Strategy 1: Teachers will develop extensive lesson plans that provide differentiated instruction based on district provided curriculum documents.

Teachers will be provided time to plan purposefully with full day subs in the fall and spring.

Strategy's Expected Result/Impact: Weekly lesson plans, walk-thru data, unit assessments, DPAs, CFAs

Staff Responsible for Monitoring: teachers, auxillary staff, campus administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: None

Substitutes while teachers plan purposefully Title I 11-6112 \$6,400

Comprehensive Support Strategy

Formative

Nov

Feb

June

Summative

Aug

Strategy 2: Provide small group differentiated instruction for ELL students and special education students as indicated by diagnostic assessments.

Strategy's Expected Result/Impact: Weekly lesson plans, unit assessments, DPAs, Walk-thru data, WIN (intervention time)

Staff Responsible for Monitoring: ELL and special education certified teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

small group differentiated instruction Title I 11-6398 \$1,500

Comprehensive Support Strategy

Formative

Nov

Feb

June

Summative

Aug

Strategy 3: Provide small group instruction outside the regular school day for students who are performing below expectations in independent practices.

Strategy's Expected Result/Impact: Student data on CFAs, STAAR, MAPs, BAS		Formative
Staff Responsible for Monitoring: Campus administration, classroom teachers, Title I FTE, Title I temporary tutor		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	Tutoring, DC supplies Title I 11-6398 \$500	Summative
Comprehensive Support Strategy	tutoring, DC, LitCamp profession supplemental pay Title I 11-6116 \$8,000	Aug
	paraprofessional extra duty for Discovery Club Title I 11-6125 \$800	
	Tutoring, DC snacks Title I 11-6499 \$1,000	

Strategy 4: Provide students access to on-line assessment, learning and remediation at school and at home.

Strategy's Expected Result/Impact: Student data on CFAs, STAAR, MAPs, BAS and use of iStation/Education Galaxy		Formative
Staff Responsible for Monitoring: Campus administration, classroom teachers, Title I FTE, Title I temporary tutor		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	Such as iStation, Lone Star Math Title I 11-6399 \$7,500	Summative
		Aug

Strategy 5: Students will be given the opportunity to create authentic writing pieces. This will enhance student writing and will help improve reading fluency and comprehension.

Strategy's Expected Result/Impact: Student data on CFAs, STAAR, MAPs, BAS		Formative
Staff Responsible for Monitoring: Campus administration, classroom teachers		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	Material - writing/ reading connection Title I 11-6398 \$500	Summative
		Aug



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: Campus STAAR scores will be 10 points above the state average in all areas.

Evaluation Data Sources: STAAR results; MAP results for BOY, MOY, EOY; district unit assessment results, EdGalaxy, iStation

Summative Evaluation: None

Strategy 1: Disaggregate data to identify individual student needs so that all student groups, including special education and ELL student groups, perform at the same level as all student groups. Intervention groups will be assigned during WIN time for these students groups.

Strategy's Expected Result/Impact: 2018-19 STAAR data, current year Benchmark data, Unit assessment data Staff Responsible for Monitoring: Campus administration and teachers, including Title I FTE Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy	Formative
	Nov
	Feb
	June
	Summative
	Aug

Strategy 2: Provide small group differentiated instruction in order for the ELL, special education, and all student performance groups to perform at the state and federal targets.

Strategy's Expected Result/Impact: Master schedule, Intervention PLC agenda, WIN time lesson plans Staff Responsible for Monitoring: All certified staff members including Title I FTE, Title I Temporary Tutor, Title I Paraprofessionals Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy	Formative
	Nov
	Feb
	June
	Summative
	Aug

Strategy 3: Provide rigorous classroom instruction at performance standard of TEKS ensuring economically disadvantaged students meet the same learning standard as students who are not economically disadvantaged.				
Strategy's Expected Result/Impact: Weekly lesson plans, PLC agendas				Formative
Staff Responsible for Monitoring: All certified staff members including Title I FTE, Title I Temporary Tutors, Title I paraprofessional, use of technology programs such as Education Galaxy and iStation				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Feb
Problem Statements: None				June
TEA Priorities: None				Summative
Funding Sources: None				Aug
ESF Levers: None				
Comprehensive Support Strategy				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4: Increase the number of parents and community members involved in activities that support student learning by 40%.

Evaluation Data Sources: Parent Volunteer Logs and Parent attendance sign in sheets

Summative Evaluation: None

Strategy 1: Schedule monthly PTA programs		
Strategy's Expected Result/Impact: PTA attendance records		Formative
Staff Responsible for Monitoring: Campus administration		Nov
Title I Schoolwide Elements: 3.2	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	Summative
		Aug
Strategy 2: 100% of parents will attend at least one of the three Parent Education Nights including Title I Parent Information Night, Title I Engagement Night, Title I PAT event		
Strategy's Expected Result/Impact: parent sign in sheets		Formative
Staff Responsible for Monitoring: Campus administration and Title I FTE		Nov
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	PAT night snacks Title I 61-6499 \$400	Summative
	PAT night supplies Title I 61-6398 \$700	Aug
	PAT professional supplemental pay Title I 11-6116 \$1,000	

Strategy 3: Invite parents of low-SES students to attend field trips with their student.				
Strategy's Expected Result/Impact: increased background knowledge and vocabulary, increase parent engagement				Formative
Staff Responsible for Monitoring: Campus administration, team leader				Nov
Title I Schoolwide Elements: 3.2		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		None		Summative
				Aug
Strategy 4: Invite parents to actively participate in providing input regarding effective programs through the year hosted both by campus and PTA (ie: Chip & Chat, Coffeehouse with the Principals)				
Strategy's Expected Result/Impact: increased parent involvement				Formative
Staff Responsible for Monitoring: campus administration, PTA representatives				Nov
Title I Schoolwide Elements: 3.2		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		None		Summative
				Aug
Strategy 5: Provide parents with guidance, materials and activities that allow opportunities for student enrichment in math and reading to make academic connections between school and home.				
Strategy's Expected Result/Impact: increase parent involvement				Formative
Staff Responsible for Monitoring: campus administration				Nov
Title I Schoolwide Elements: 2.4, 2.6		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		Book Connection Title I 61-6329 \$1,000 Literacy Camp- Books Title I 61-6329 \$1,000 PAT night -Books Title I 61-6329 \$1,000		Summative
				Aug
<div><div><div><div></div></div><div>0%</div></div><div>No Progress</div><div><div><div></div></div><div>100%</div></div><div>Accomplished</div><div><div><div></div></div><div>→</div></div><div>Continue/Modify</div><div><div><div></div></div><div>✗</div></div><div>Discontinue</div></div>				

Strategy 3: Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery and other items specific to grant guidance.					
Strategy's Expected Result/Impact: Budget report				Formative	
Staff Responsible for Monitoring: Counselor				Nov	
Title I Schoolwide Elements: 2.6		Problem Statements: None		Feb	
TEA Priorities: None		Funding Sources:		June	
ESF Levers: None		None		Summative	
					Aug
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

Performance Objective 6: Provide real-life experiences for students outside of the school building to increase background experience and vocabulary.

Evaluation Data Sources: lesson plans pre-teaching field trip experiences and follow-up activities
implement Discovery Club with invitation only for students of most limited experiences and vocabulary, movie-watching party with nonfiction literature to support , summer literacy camps

Summative Evaluation: None

Strategy 1: Provide field trips that are aligned with grade level TEKS.

Teachers and paras will support Discovery Club with materials, stipends, and extra duty pay.

Strategy's Expected Result/Impact: increased vocabulary and background knowledge

Staff Responsible for Monitoring: Campus administrator, team lead

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:

Field trip costs Title I 11-6412 \$7,500

Buses for field trips Title I 11-6412 \$1,500

Formative

Nov

Feb

June

Summative

Aug



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7: Provide dyslexia services for students identified with dyslexia.

Evaluation Data Sources: master schedule, WIN schedule, RTI discussion logs

Summative Evaluation: None

Strategy 1: Incorporate time in the WIN (intervention) schedule to provide dyslexia services to students outside of the ELAR time.				
Strategy's Expected Result/Impact: Students with dyslexia will utilize strategies for reading success and achievement.				Formative Nov Feb June Summative Aug
Staff Responsible for Monitoring: dyslexia therapist, admin				
Title I Schoolwide Elements: 2.6		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		None		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 8: Campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Sources: Fitness Gram, campus wellness team, participation in school or community wellness events

Summative Evaluation: None

Strategy 1: The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.

Strategy's Expected Result/Impact: Students will make healthier eating choices.

Staff Responsible for Monitoring: admin, nurse, cafeteria management, coach

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

June

Summative

Aug



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Attract, retain, and value a quality staff

Performance Objective 1: All core subjects will be taught by Highly Qualified teachers.

Evaluation Data Sources: Staff roster and certification report

Summative Evaluation: None

Strategy 1: At least one representative will be required to attend available snack attacks through the district for continuous professional learning and present to their teammates during PLC.

Strategy's Expected Result/Impact: increased repertoire of knowledge for quality teaching

Staff Responsible for Monitoring: administration, team leader

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

June

Summative

Aug



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: Teachers will be recognized publicly for positive campus impact.

Evaluation Data Sources: assembly agenda, student voted Teacher of the Month

Summative Evaluation: None

Strategy 1: Teachers will be selected by administration for going above and beyond in impacting the campus.				
Strategy's Expected Result/Impact: Pride in the campus and job satisfaction.				Formative
Staff Responsible for Monitoring: Awards announced at Gator Gathering, Teacher of the Month presented (nominated by peers), and Crystal Apple each 9 weeks.				Nov
Title I Schoolwide Elements: 2.4				Feb
TEA Priorities: None				June
ESF Levers: None				Summative
Problem Statements: None				Aug
Funding Sources: None				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Manage growth in a way that ensures functional equity

Performance Objective 1: Teachers will have access to equitable resources and technology across classrooms based on comprehensive needs assessment.

Evaluation Data Sources: Campus resource list and technology report

Summative Evaluation: None

Strategy 1: Ensure each classroom has equitable technology and resources				
Strategy's Expected Result/Impact: Resources inventory				Formative Nov Feb June Summative Aug
Staff Responsible for Monitoring: Campus administration, campus grade level team leaders				
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		None		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 1: 100% of students will participate in College Week and Think College Thursday.

Evaluation Data Sources: Participation reports from classroom teachers

Summative Evaluation: None

Strategy 1: Recognize and celebrate students who are participating in Think College Thursdays					
Strategy's Expected Result/Impact: increased college awareness				Formative	
Staff Responsible for Monitoring: Classroom teachers				Nov	
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None		Feb	
TEA Priorities: None		Funding Sources:		June	
ESF Levers: None		None		Summative	
					Aug
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

Performance Objective 2: 2nd-4th grades will provide advanced academics for students who qualify based on the district rubric.

Evaluation Data Sources: Campus master schedule

Summative Evaluation: None

Strategy 1: Designated advanced academics teachers (pods) in 2nd-4th grades					
Strategy's Expected Result/Impact: Class rosters				Formative	
Staff Responsible for Monitoring: Campus administration, grade level team leaders, PEIMS clerk				Nov	
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None		Feb	
TEA Priorities: None		Funding Sources:		June	
ESF Levers: None		None		Summative	
					Aug
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>					

Performance Objective 3: ELAR teachers will present Mapping Your Future Monday videos featuring skills needed to be successful in high-interest job varieties.

Evaluation Data Sources: Mapping Your Future Monday videos

Summative Evaluation: None

Strategy 1: Teachers will view link for Mapping your Future Monday and in grades 2-4 students will use as a springboard for writing.			
Strategy's Expected Result/Impact: Heighten student awareness of the variety of jobs available, as well as the need for school to prepare for such jobs. Staff Responsible for Monitoring: Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Problem Statements: None Funding Sources: None			Formative
			Nov
			Feb
			June
			Summative
			Aug
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Goal 6: Celebrate our Excellence

Performance Objective 1: Academic success of students achieving honor roll will be celebrated publicly each grading period.

Evaluation Data Sources: Campus calendar showing award assemblies, honor roll lists, social media

Summative Evaluation: None

Strategy 1: Students receiving A/B, A or Principal's honor roll will be recognized at each Gator Groove				
Strategy's Expected Result/Impact: Gator Groove agendas				Formative Nov Feb June Summative Aug
Staff Responsible for Monitoring: Classroom teachers, campus secretary, classroom teachers, PEIMS clerk				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		None		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 2: 100% Groves students will participate in one of the following: District Celebrate the Arts, District Honor Choir, or District Track Meet and be recognized publicly through assemblies, Facebook, and/or the campus webpage.

Evaluation Data Sources: Rosters for Celebrate the Arts, District Track Meet
Campus webpage, Facebook timeline

Summative Evaluation: None

Strategy 1: Campus art, music, and PE teacher will select and promote individual students' art work to display in the hallway and enter in Celebrate the Arts, district honor choir, and district track meet.

Strategy's Expected Result/Impact: Log of Celebrate the Arts, Honor Choir, and track meet participants

Staff Responsible for Monitoring: Campus art, choir, and PE

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

June

Summative

Aug



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 1: Student success in extracurricular activities such as the 4th grade track meet, UIL district event, and various outside achievements will be noted through assemblies and/or Facebook recognition.

Evaluation Data Sources: Facebook page, other social medias sites such as Bloomz and SeeSaw,

Summative Evaluation: None

Strategy 1: Student names will be submitted for CHOMPliments in the halls and announced on Fridays over the PA.				
Strategy's Expected Result/Impact: Students will strive to improve character decisions to receive the notoriety of a CHOMPliment.				Formative
Staff Responsible for Monitoring: Review CHOMPliment counts on whiteboards and celebrate school wide goals.				Nov
Title I Schoolwide Elements: 2.5		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		None		Summative
				Aug
Strategy 2: Teachers will submit descriptions of student character awards that will be read at the Gator Gathering celebrations every three weeks, including the Gator Groove for awards recognition once a 9 weeks.				
Strategy's Expected Result/Impact: Students will strive to improve character for public recognition by their teacher.				Formative
Staff Responsible for Monitoring: Every three weeks				Nov
Title I Schoolwide Elements: 2.5		Problem Statements: None		Feb
TEA Priorities: None		Funding Sources:		June
ESF Levers: None		None		Summative
				Aug
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

State Compensatory

Personnel for Groves Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Menjivar	ESL Teacher/Special Areas Lead	ESL	
Kristi Pendergrass	Title I Facilitator	Title I	
Marla Treat	Teacher	Alpha Phonics	1
Rakhshan Aziz	Paraprofessional	ESL	1
Taylor Persaile	paraprofessional	Title I	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Groves' comprehensive needs assessment is under the Needs Assessment tab.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Groves' CIP was developed with appropriate stakeholders.

2.2: Regular monitoring and revision

Groves' CNA is regularly review and revisions are made as needed.

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

Groves' CIP/CNA is available on the website and hard copies are available upon request. The information is in an understandable format and language.

2.4: Opportunities for all children to meet State standards

Groves' students have multiple opportunities to meet state standards.

2.5: Increased learning time and well-rounded education

Groves' students have increased learning time and well-rounded education via our block learning schedule which includes math and reading along with music and PE.

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

The needs of all students at Groves are addressed by providing advance academics, small group learning, WIN, Alpha Phonics, and tutoring.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

GES develop and distribute Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Groves offers many parent involvement meetings through the PTA, parent/teacher conferences, assemblies, and Watch Dogs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Pendergrass	Title I Instructional Facilitator	Title I	1
Taylor Persaile	Title I Instructional Paraprofessional	Title I	1

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Vanessa Hudgins	Principal
Administrator	Leslie Coble	Assistant Principal
Non-classroom Professional	Kristi Pendergrass	Title I facilitator
District-level Professional	Diana Menjivar	ESL teacher
Community Representative	Sherman Hudgins	community businessman
Special Programs Teacher	Kesli Davis	Special Education Instructor
District-level Professional	Jessica Branch	Special Programs and Grants Coordinator
Parent	April Blaha	Parent
Parent	Chelsea Chilcott	Parent
Parent	Alyssa Harwell	Parent

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,720.00
+/- Difference					\$7,720.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Substitutes while teachers plan purposefully	11-6112	\$6,400.00
2	2	2	small group differentiated instruction	11-6398	\$1,500.00
2	2	3	Tutoring, DC supplies	11-6398	\$500.00
2	2	3	tutoring, DC, LitCamp profession supplemental pay	11-6116	\$8,000.00
2	2	3	paraprofessional extra duty for Discovery Club	11-6125	\$800.00
2	2	3	Tutoring, DC snacks	11-6499	\$1,000.00
2	2	4	Such as iStation, Lone Star Math	11-6399	\$7,500.00
2	2	5	Material - writing/ reading connection	11-6398	\$500.00
2	3	2	Reading materials- guided reading, LLI	11-6329	\$844.00
2	3	2	Literacy Camp and tutoring supplies	61-6398	\$1,500.00
2	3	2	temporary certified tutor	11-6126	\$5,000.00
2	4	2	PAT night snacks	61-6499	\$400.00
2	4	2	PAT night supplies	61-6398	\$700.00
2	4	2	PAT professional supplemental pay	11-6116	\$1,000.00
2	4	5	Book Connection	61-6329	\$1,000.00
2	4	5	Literacy Camp- Books	61-6329	\$1,000.00
2	4	5	PAT night -Books	61-6329	\$1,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1	Field trip costs	11-6412	\$7,500.00
2	6	1	Buses for field trips	11-6412	\$1,500.00
Sub-Total					\$47,644.00
Budgeted Fund Source Amount					\$47,644.00
+/- Difference					\$0.00
Grand Total					\$47,644.00

Addendums

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, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

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

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

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

BY OTHERS

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

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

EXAMPLES

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

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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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
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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, school 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
TITLE IX
COORDINATOR

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

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA /
SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>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.</p>
CRIMINAL INVESTIGATION	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
NOTIFICATION OF OUTCOME	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
DISTRICT ACTION PROHIBITED CONDUCT	<p>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.</p>
CORRECTIVE ACTION	<p>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.</p>
BULLYING	<p>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.</p>

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

Local Wellness Plan: District and Campus Improvement Plan

Performance Objective: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and School Based Activities:

- The District/Campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.
- The District/Campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.
- The District/Campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.
- The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance to district policy.

