Clint Independent School District

Clint High School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clint High School is a Comprehensive High School with in the Clint Independent School District. Clint High School is located in Clint, Texas a rural farming community east of El Paso, Texas.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	728	100.0%	10,625	5,359,040	728	100.0%	10,663	5,371,586
Students by Grade:								
Grade 9	162	22.3%	9.0%	8.1%	162	22.3%	8.9%	8.1%
Grade 10	217	29.8%	8.9%	7.8%	217	29.8%	8.8%	7.8%
Grade 11	183	25.1%	7.9%	7.2%	183	25.1%	7.9%	7.2%
Grade 12	166	22.8%	6.8%	6.8%	166	22.8%	7.0%	6.8%
Ethnic Distribution:								
African American	1	0.1%	0.3%	12.7%	1	0.1%	0.3%	12.7%
Hispanic	694	95.3%	95.0%	52.9%	694	95.3%	95.0%	52.9%
White	23	3.2%	3.5%	26.5%	23	3.2%	3.5%	26.5%
American Indian	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Asian	1	0.1%	0.1%	4.7%	1	0.1%	0.1%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	7	1.0%	0.6%	2.7%	7	1.0%	0.6%	2.7%
Sex:								
Female	329	45.2%	48.9%	48.9%	329	45.2%	48.9%	48.9%
Male	399	54.8%	51.1%	51.1%	399	54.8%	51.1%	51.1%
Economically Disadvantaged	556	76.4%	85.9%	60.3%	556	76.4%	85.9%	60.2%
Non-Educationally Disadvantaged	172	23.6%	14.1%	39.7%	172	23.6%	14.1%	39.8%
Section 504 Students	29	4.0%	2.3%	7.2%	29	4.0%	2.3%	7.2%
EB Students/EL	195	26.8%	39.1%	20.7%	195	26.8%	39.0%	20.6%
Students w/ Dyslexia	11	1.5%	0.7%	4.5%	11	1.5%	0.7%	4.5%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	10	1.4%	1.6%	1.1%	10	1.4%	1.6%	1.1%
Immigrant	7	1.0%	1.0%	2.0%	7	1.0%	0.9%	2.0%
Migrant	8	1.1%	0.4%	0.3%	8	1.1%	0.4%	0.3%

Migrant							
Title I	728	100.0%	100.0%	64.5%	728	100.0%	100.0%	64.5%
Military Connected	12	1.6%	2.8%	2.7%	12	1.6%	2.8%	2.7%
At-Risk	397	54.5%	64.5%	49.2%	397	54.5%	64.6%	49.1%

Campus Attendance Rate

2020-21	98.7%
2019-20	97.3%

ECONOMICALLY DISADVANTAGED: 77 %

ECO DIS 00	167
ECO DIS 01	432
ECO DIS 02	7
ECO DIS 99	120

GRADUATION RATES

	State	District	Campus	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	EB/EL
4-Year Longitudinal Rate (Gr 9-12)										
Class of 2020										
Graduated	90.3%	93.4%	95.3%	-	95.1%	100.0%	-	100.0%	94.1%	84.0%
Received TxCHSE	0.4%	1.0%	0.6%	-	0.6%	0.0%	-	0.0%	0.7%	0.0%
Continued HS	3.9%	1.7%	0.6%	-	0.6%	0.0%	-	0.0%	0.7%	4.0%
Dropped Out	5.4%	3.9%	3.5%	-	3.7%	0.0%	-	0.0%	4.4%	12.0%
Graduates and TxCHSE	90.7%	94.4%	95.9%	-	95.7%	100.0%	-	100.0%	94.8%	84.0%
Graduates, TxCHSE, and Continuers	94.6%	96.1%	96.5%	-	96.3%	100.0%	-	100.0%	95.6%	88.0%
5-Year Extended Longitudinal Rate										
Class of 2019										
Graduated	92.0%	95.7%	99.3%	-	99.3%	100.0%	*	100.0%	99.1%	100.0%
Received TxCHSE	0.5%	1.1%	0.7%	-	0.7%	0.0%	*	0.0%	0.9%	0.0%
Continued HS	1.3%	0.3%	0.0%	-	0.0%	0.0%	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	2.9%	0.0%	-	0.0%	0.0%	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	96.8%	100.0%	-	100.0%	100.0%	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	97.1%	100.0%	-	100.0%	100.0%	*	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate										
Class of 2018										
Graduated	92.6%	96.3%	97.3%	-	97.2%	100.0%	-	100.0%	97.3%	93.8%
Received TxCHSE	0.7%	1.1%	2.1%	-	2.1%	0.0%	-	0.0%	1.8%	0.0%
Continued HS	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	2.7%	0.7%	-	0.7%	0.0%	-	0.0%	0.9%	6.3%
Graduates and TxCHSE	93.3%	97.3%	99.3%	-	99.3%	100.0%	-	100.0%	99.1%	93.8%

	School Year	State	District	Campus	Hispanic	White	Special Ed (Current)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Graduates, TxCHSE, and Continuers		93.9%	97.3%	99.3%	-	99.3%	100.0%		-	100.0%	99.1%	93.8%

	School Year	State	District	Campus	Hispanic	White	Special Ed (Current)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
				School Progress Domain - Academic Growth Score by Grade and Subject							
End of Course English II	2019	69	69	74	75	*	74	74	75	78	67
	2018	67	64	70	71	69	50	72	63	69	63
End of Course Algebra I	2019	75	80	72	72	*	46	72	72	73	67
	2018	72	67	60	60	60	35	63	53	61	45
All Grades Both Subjects	2019	69	69	73	74	*	62	73	74	76	67
	2018	69	66	66	66	65	41	68	58	65	51
All Grades ELA/Reading	2019	68	69	74	75	*	74	74	75	78	67
	2018	69	67	70	71	69	50	72	63	69	63
All Grades Mathematics	2019	70	70	72	72	*	46	72	72	73	67
	2018	70	65	60	60	60	35	63	53	61	45

Demographics Strengths

Demographics Strengths

CHS continually demonstrates high cohort graduation rates with greater than 98 % percent of students graduating within their cohort within 4-years.

CTE coherent sequence, industry based certification, armed forces enlistment, TSI criteria, dual credit coursework, and AP criteria significantly improved to increase the overall CCMR from approximately 45% to 95% in one year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL students consistently achieve significantly lower than their native English speaking counterparts. **Root Cause:** Lack of comprehensible input.

Student Learning

Student Learning Summary

Due to COVID-19 state of emergency and school closures, students learning was interupted beginning in March 2020. Beginning the 2020-2021 school year, students continued in a virtual learning environment. As such state assessments to include STAAR, SAT, and TSI were not administered.

	School Year	State	District	Campus	Hispanic	White	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitoring)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
End of Course English I												
At Approaches Grade Level or Above	2021	67%	53%	51%	51%	*	19%	*	56%	35%	50%	28%
	2019	68%	65%	66%	65%	89%	32%	*	68%	60%	63%	45%
At Meets Grade Level or Above	2021	50%	33%	28%	29%	*	0%	*	34%	14%	30%	6%
	2019	50%	41%	45%	43%	78%	11%	*	46%	42%	41%	22%
At Masters Grade Level	2021	12%	5%	6%	6%	*	0%	*	6%	6%	5%	2%
	2019	11%	7%	7%	7%	22%	5%	*	8%	7%	6%	1%
End of Course English II												
At Approaches Grade Level or Above	2021	71%	61%	67%	68%	40%	18%	-	70%	57%	63%	44%
	2019	68%	65%	65%	64%	*	17%	*	67%	55%	61%	39%
At Meets Grade Level or Above	2021	57%	44%	49%	49%	40%	6%	-	54%	33%	43%	22%
	2019	49%	41%	43%	43%	*	7%	*	47%	31%	42%	12%
At Masters Grade Level	2021	11%	4%	4%	4%	0%	0%	-	4%	2%	2%	1%
	2019	8%	3%	6%	6%	*	0%	*	7%	0%	4%	0%
End of Course Algebra I												
At Approaches Grade Level or Above	2021	73%	54%	47%	47%	*	40%	*	48%	44%	47%	39%
	2019	85%	90%	90%	89%	100%	77%	*	90%	89%	90%	85%
At Meets Grade Level or Above	2021	41%	17%	11%	11%	*	0%	*	13%	6%	11%	10%
	2019	61%	63%	51%	51%	60%	23%	*	50%	53%	51%	39%
At Masters Grade Level	2021	23%	6%	4%	4%	*	0%	*	5%	3%	5%	3%
	2019	37%	36%	23%	23%	40%	8%	*	23%	25%	24%	15%
End of Course Biology												
At Approaches Grade Level or Above	2021	82%	72%	79%	78%	*	42%	*	82%	69%	76%	57%
	2019	88%	83%	82%	81%	100%	54%	*	82%	81%	80%	64%
At Meets Grade Level or Above	2021	55%	39%	39%	39%	*	0%	*	43%	26%	39%	14%
	2019	62%	47%	50%	49%	63%	14%	*	51%	47%	47%	23%
At Masters Grade Level	2021	22%	9%	8%	8%	*	0%	*	9%	6%	8%	4%
	2019	25%	13%	20%	19%	38%	11%	*	21%	16%	18%	5%
End of Course U.S. History												
At Approaches Grade Level or Above	2021	88%	82%	82%	82%	*	67%	-	84%	74%	79%	49%
	2019	93%	94%	97%	97%	*	82%	*	98%	94%	96%	85%
At Meets Grade Level or Above	2021	69%	58%	61%	61%	*	33%	-	62%	58%	58%	26%
	2019	73%	71%	78%	78%	*	36%	*	81%	67%	75%	38%
At Masters Grade Level	2021	43%	30%	30%	29%	*	17%	-	30%	29%	27%	2%
	2019	45%	37%	45%	44%	*	9%	*	44%	48%	43%	6%

College, Career, and Military Ready Graduates

Academic Year	State	District	Campus	Hispanic	White	Special Ed	Econ	FR/EL

	State	District	Campus	Hispanic	White		Disadv	EDLL
College, Career, and Military Ready								
	63.0%	79.0%	93.5%	93.2%	100.0%	78.6%	93.3%	81.8%
College Ready Graduates								
	53.4%	75.6%	91.1%	90.7%	100.0%	50.0%	91.0%	77.3%
TSI Criteria Graduates								
	43.2%	61.5%	79.8%	78.9%	100.0%	50.0%	78.4%	77.3%
AP / IB Met Criteria in Any Subject								
	21.1%	15.0%	10.7%	10.6%	14.3%	0.0%	9.7%	4.5%
Dual Course Credits in Any Subject								
	24.6%	38.3%	44.6%	43.5%	71.4%	0.0%	43.3%	4.5%
Onramps Course Credits								
	4.0%	11.5%	35.1%	34.8%	42.9%	0.0%	31.3%	0.0%
CTE Coherent Sequence								
	58.5%	48.3%	53.6%	53.4%	57.1%	28.6%	55.2%	45.5%
Graduates with Level I or Level II Certificate								
	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma								
	3.7%	4.6%	6.0%	5.6%	14.3%	71.4%	6.7%	9.1%

Student Learning Strengths

CHS scored a 93 percent in School progress and an 88 in student achievment.
CHS continually demonstrates high cohort graduation rates with 98.7 percent of students graduating with their cohort within 4-years.
CTE coherent sequence, industry based certification, armed forces enlistment, TSI criteria, dual credit coursework, and AP criteria significantly improved to increase the overall CCMR.
CHS received distrinctions in:
Academic Achievement in ELA/ Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 percent: Comparative closing the gap
Post Secondary readiness
As CHS' EL population has increased, CHS academic growth measure has decreased and the campus continues to fall short achieving distinction for comparative academic growth on the STAAR (ELA).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education populations demonstrate decreased ELA performance and growth measures. **Root Cause:** Lack of comprehensive implementation of effective differentiation strategies.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary
T-STEM / Genesis - Clint High School started the Genesis Program as an advanced academics program 8 years ago. After the first two years this program evolved in to the CHS T-STEM program. CHS is a TEA designated T-STEM academy. In the 5 years the as a T-STEM academy CHS has made exceptional progress towards becoming a Demonstration school in the next two school years.

Agriculture/ Vet Tech Program - Clint High School's Ag program has total of students enrolled. This school year is the fifthyear of the CHS Vet Tech program. The Vet Tech program is a three year program. In Dec. of the third year students will take the Vet Tech Certification Test. The first cohort of Vet Tech students was a group of Juniors who committed to an accelerated program in order to finish in two years. Students take the certiciation exam between December and March of their senior year.

During the 2018-2019 CHS began its planning phase to be a P-TECH school. The 2019-2020 school year was the first year of implementation for P-TECh in automotive technology. During the 2020-2021 SY P-TECH students began the second year of the program which will include dual credit instruction in automotive technologies. This year the first cohort of automotive technology P-TECH students will graduate. The 2022-2023 SY will expand the P-TECh program to include a pathway for Biomedical enginering.

OnRamps is a Dual Enrollment program with the University of Texas at Austin. 2022-2023 CHS will continue its partnership with the UT Austin OnRamps program offerings will be expanded to include Physics, and Computer Science.
EPCC Dual Credit - CHS partners with EPCC to provides its students with dual credit course in math, social studies, science, music appreciation, automotive technology, and ELAR.
Attendance - This year the CHS goal for attendance is 98%. 2021-22 attendance rate was 92%
Teacher Retention
At the end of the 2021-22 school year CHS had the following teacher turnover:
3 teachers resigned (remained in education)
1 teacher retired

LEP/ESL program at Clint HS is a content based program which encourages EL students to acquire a mastery of the language skills needed for success in school. 6 of 7 English teachers are ESL certified. All other teachers in the department and on the campus are trained in sheltered instruction strategies. EL students are monitored through the LPAC and RtI committee. ELs who have failed ELA 1 or ELA 2 are placed in a EOC remediation class.

Supplemental Learning Spaces: The Makerspace at Clint High School has proven to be a valuable and supportive area for students to enhance their classroom learning. This supplemental area of learning is hands-on, provides project-based learning (PBL) opportunities for all students to grow in the content areas of math, science, technology, engineering and art. In order to provide a 21st century space for students to enhance classroom learning concepts, we will continue to purchase furniture pieces, technology components, programs and other supplies to build on, year after year. Our goal is to create spaces that are designed for varying levels of application with alignment to TEK standards in order for students to excel in the taught curriculum and ultimately on state assessments.

PARENT COMMUNITY ENGAGMENT

Translating Essential Information for Parents & Family Members
The Clint ISD has an obligation to ensure meaningful communication with parents and/or family members in a language they can understand and to adequately notify parents and/or family members of information about any programs, services, or functions/activities within the district and its schools.

Schools will communicate with parents and family members in a language and format a parent and family member can understand. This often will include translated documents and a language interpreter (if needed and upon request) for meetings and/or conversations.

CHS purchased and provides translation devices for non-English speaking families at community engagement events Schools will communicate with parents and/or family members important information and opportunities for their child(ren). The information includes but is limited to:

- Registration and enrollment processes in school
- Grades, academic standards, and graduation
- School rules and student discipline
- Attendance and withdrawal procedures
- Parent permission for activities/programs
- School closures (due to holidays, inclement weather and other situations)

  - Opportunities to access programs and/or services (English language learner programs, advanced placement, dual language programs, and other academic related programs, etc.).
  - Special education and services available for students with disabilities

Schools will utilize various options to determine the common language(s) used at home through the data reported in various forms of school related documents,for example:

- Home Language Survey
- Parent and Family Engagement Survey (the language used to complete the survey)
- Language used to complete the online student registration packet (returning students)
- Language used to complete the on-site student registration packet (new students)
- Other forms of school related documents

The data utilized to determine the common home languages will be documented in the district/campus needs assessment every year and strategies on ensuring parents and/or family members are provided with meaningful communication in a language and format they can understand are addressed in the district/campus improvement plans.
For languages not common, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents and/or family members accurately report their language communication needs on the form.
The translation procedures are subject to change and will be modified in accordance to updates and guidance from the U.S. Department of Education (USDE) and the Texas Education Agency (TEA).

Comparability of Services
The Title I, Part A Comparability of Services report is one accountability requirement. The district will complete the required report, as required by TEA, and it will be reviewed by the Federal Programs Director and the Superintendent prior to submission. The report will be generated, calculated, completed and submitted by the Chief Financial Officer. The District is required to meet one test for all campuses across the board.

Remote Learning/ Conferencing Needs
In addition to distance learning due to COVID-19, the District will operate Remote Learning programs such as PLATO, at all levels throughout the year for credit recvoery. This remote learning will require that the District creat instructional programs and provide resources to families. The District will need to ensure that all students have Internet access so that this required Remote Learning can occur. The District will use Federal Funds to purchase mobile hotspots for students to access the Internet and Remote Learning programs.

School Processes & Programs Strengths

All students have access and familiarity with distance learning platforms such as PLATO. All student/ families have access to hot spot internet devices.

CHS has two CCMR pathways to promote college and career readiness (T-STEM and P-TECH). Additionally, CHS offers multiple pathways and industry certification options such as Veterinary Technician, cosmotology, floral design, and welding.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special education populations demonstrate decreased ELA performance and growth measures. **Root Cause:** Lack of comprehensive implementation of effective differentiation strategies.

Perceptions

Perceptions Summary

Perceptions Summary

Purpose Statement

- To equip all Lions with the skills to find their internal grit, to seize their opportunities to reach their potential and to have the courage to live with great purpose.

Mission Statement

- All students graduating from Clint High School will be well-rounded, successful, productive members of society; skilled both socially and academically with a mindset to succeed and a passion for lifelong learning.

Motto

- "Win the Day!"

Honor Statement

- As a Lion, I will be intrinsically motivated to persevere in my academic and personal endeavors and encourage others to do the same.

Core Values

We believe that all LIONS WILL discover their greatness within.

- We believe that we are responsible for our behavior.
- We believe in the value of quality work.
- We believe in being solution driven.
- We believe in serving the community.
- We believe that teamwork results in excellence.
- We believe that showing up today will make us better tomorrow.
- We believe that honoring diversity strengthens us.

Attributes of Excellence

Courageous-   **L**eader

Life-long Learner-   **I**ndependent

Integrity-   **O**wnership

Nurturing-   **N**ext-Level

Tenacious-   **S**ervice

Perceptions Strengths

CHS has a student focused approach. Teacehrs present instruction relevant to real life situations for studnets which motivates students to learn. CHS teachers and instructional strategies focus on meeting the needs of all CHS students and providing opportunities for student engagement to increase social emotional development, cross cultural learning, and language acquisition opportunities.

Teachers and administrators support social emotional learning.

Administrators, teachers, and support staff communicate effectively with families to promote an atmosphere of diversity and welcome community feedback and involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not engage in and regularly support school events. **Root Cause:** Economic and social challenges.

Priority Problem Statements

Goals

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups will improve their performance on the EOC STAAR tests (English 1, English 2, Algebra 1, Biology, and U.S. History) in 2022-23 by 5% by engaging in effective, rigorous instruction and receiving additional support as needed to master the standards.

Strategy 1 Details	Reviews			
Strategy 1: Provide STAAR/ EOC targeted remediation classes through student pull-outs, structured tutoring, Saturday school, Fall and Spring intersession with access to bus transportation for those in attendance. Planning for STAAR/EOC camps.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Common Assessment Benchmark STAAR/EOC tests Sign-in sheets **Staff Responsible for Monitoring:** Administration Curriculum Coach Core area Teachers **Title I:** 2.4 **Funding Sources:** - 282 ESSER III - $44,000	50%	50%		

Strategy 2 Details	**Reviews**			
Strategy 2: All 9th grade students will take creative writing. CHS teachers, Admin will be trained in writing programs which will be implemented in grades 9-10 to ensure student success in ELA I and II.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Common Assessment Benchmark STAAR/EOC tests MAPS assessments **Staff Responsible for Monitoring:** Administration Curriculum Coach **Title I:** 2.4	50%	50%		

Strategy 3 Details	**Reviews**			
Strategy 3: All special education students, category 43 & 44, will be fully included in general education settings using inculusion models and peer tutoring models identified on the master schedule.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Common Assessment Benchmark STAAR/EOC tests IEP **Staff Responsible for Monitoring:** Administration Classroom teachers SpED Teachers	50%	50%		

Strategy 4 Details	**Reviews**			
Strategy 4: Purchase and integrate technology equipment into classroom instruction and remediation using InFocus interactive television, iPads, Chromebooks, Google Classroom, available computer labs, electron devices, printers, software, and websites to engage students' learning aligned with TEKS. Supporting use of visuals, designated supports and accessibility features for students.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Common Assessment Benchmark STAAR/EOC tests Walk-throughs **Staff Responsible for Monitoring:** Administration Curriculum Coach Teacher **Title I:** 2.6 **Funding Sources:** - 211 ESEA, TI A IMP - $10,000	50%	50%		

Strategy 5 Details	Reviews			
Strategy 5: Purchase supplemental instructional material, ink for printers in the DSC,SPED, basic classroom supplies, and summer school material to support DSC classrooms and enhance general education instruction, remediation, and EOC readiness. Purchase supplemental supplies, equipment, furniture, technology, software for classrooms, SEL/PBIS and Makerspace located in Library.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Common Assessment Benchmark STAAR/EOC tests Walk-throughs Purchase order **Staff Responsible for Monitoring:** Administration Curriculum Coach Teacher **Title I:** 2.4, 2.6 **Funding Sources:** - 199 GENERAL FUND - $7,300, - 211 ESEA, TI A IMP - $30,000	50%	50%		

Strategy 6 Details	Reviews			
Strategy 6: Core Content Area Teachers, EOC classes, and creative writing classes will utilize the YAG, IFD documents, and project-based learning supported through the TEKS Resource System to develop their daily lessons.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Common Assessment Benchmark STAAR/EOC tests Walk-throughs **Staff Responsible for Monitoring:** Administration Curriculum Coach Teacher **Title I:** 2.4	50%	50%		

Strategy 7 Details	Reviews			
Strategy 7: Offer courses related to T-STEM and STEM pathways that conduct experiments and lab activities in all science and engineering math classes and purchase supplies, software and materials to support instruction of Science, Math TEKS and Robotics. Students will also Participate in Campus and District Science Fair, STEM and Robotics activities. License for STEM/Genesis to help students mentor them with scientific research projects. Robotics teacher will be able to purchase meals for students participating in any Robotics competition outside of the district. Purchase online course (STEMSCOPES) to support STEM instruction.Purchase supplies, participate in competitions for Robotics.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	50%	50%		

Strategy's Expected Result/Impact: Common Assessment
Benchmark
STAAR/EOC tests

Staff Responsible for Monitoring: Administration
Curriculum Coach
Teacher

Title I:
2.4, 2.6

Funding Sources: - 211 ESEA, TI A IMP - $12,000, - 199 GENERAL FUND - $15,000, - 281 Title IV, Part A SSAEP - $11,000

Strategy 8 Details	Reviews			
Strategy 8: Maintain critical rosters of students 9-12 at risk of not graduating with their cohort. RtI grade level teams will meet weekly to analyze student data to include EOC, Benchmark, grades, behavior and attendance. Based on the review, at-Risk students will be identified and meetings will be conducted with identified students and parent by grade level. Campus team will create one to one tutoring plan for each student. Individual tutoring plans will be entered into RTI module of Skyward. Student progress monitored Count down to zero, EOC remediation and RTI.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	50%	50%		

Strategy's Expected Result/Impact: Agenda
Sign-in sheets
EOC STAAR scores
Graduation rates
RtI student documentation

Staff Responsible for Monitoring: Administration
Curriculum Coach
RtI Teacher

Title I:
2.4

Strategy 9 Details		Reviews			
Strategy 9: GT printer, supplies and materials for all core areas, to include graduation supplies. GT Students will attend El Paso Museums and Operation Outbreak, New Mexico Museum of Space this will provide opportunities to use critical thinking skills and oral expression and visual literacy enhancement. GT students will participate in Destination Imaginations/ SayYes to Creativity competition.		Formative			Summative
		Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Purchase order **Staff Responsible for Monitoring:** Administrators Teachers **Funding Sources:** - 199 GENERAL FUND - $3,700		50%	50%		

Strategy 10 Details		Reviews			
Strategy 10: Teachers, Curr. Coach and Admin will collaborate and analyze campus data in PLC on Tuesdays, through 5-minute walkthrough protocol in all subject areas and use Eduphoria to document and inform teachers in instructional conversations, and through reflective/ instructional rounds. Teachers and administrators will discuss appropriate and effective instructional strategies based on data and ensure consistent implementation of interventions. Special Education teachers will collaborate with core teachers to plan for inclusion instruction (Supports district TAIS and PBM).		Formative			Summative
		Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Schedule Forms Agenda Sign-in sheets T-TESS observations Eduphoria **Staff Responsible for Monitoring:** Administration Curriculum Coach Teacher		50%	50%		

Strategy 11 Details		Reviews			
Strategy 11: The library will order books, periodicals, electronic books, digital books, e-readers and other literacy supportive items.		Formative			Summative
		Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Sign-in sheets Student book check out **Staff Responsible for Monitoring:** Librarian **Funding Sources:** - 199 GENERAL FUND - $6,961		50%	50%		

Strategy 12 Details		Reviews			
Strategy 12: AVID Cornell Way C- Notes, Kagan, Siedlitz, SIOP, Fundamental 5, and Common Instructional Framework strategies will be implemented in all content area classrooms. Purchase supplies and furniture needed to enhance AVID and Fundamental 5 instructional strategies and tutorials.		Formative			Summative
		Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Purchase order Common Assessment Benchmark STAAR/EOC tests **Staff Responsible for Monitoring:** Administration Curriculum Coach Teacher **Title I:** 2.6 **Funding Sources:** - 211 ESEA, TI A IMP - $11,000		50%	50%		

Strategy 13 Details		Reviews			
Strategy 13: Teachers will attend Lead4ward training in the Fall and spring to develop interventions for the ITP. Train all faculty in AVID reading and writing strategies and train all staff on online STAAR EOC testing and remediation. Teachers will also be trained in best practices in AVID strategies by attending the Summer Institute or other AVID trainings and then bring those strategies back to the campus for those that did not attend.		Formative			Summative
		Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Implementation of best practices through AVID in all classes will support rigor and increase student achievement. **Staff Responsible for Monitoring:** Teachers attending the AVID ElevateSP trainings. **Title I:** 2.4 **Funding Sources:** - 211 ESEA, TI A IMP - $11,000		50%	50%		

Strategy 14 Details	Reviews			
Strategy 14: Implement English 3D for ESL students and purchase Online software to support classroom instruction in English and Math. Purchase instructional material for classrooms to include supplies, materials and books for student use for daily lesson plans.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Increase in fluency and performance of EL/ bilingual emergent students Purchase Order **Staff Responsible for Monitoring:** Administrators Curriculum Coach Teachers Lesson plans walk-through data **Funding Sources:** - 199 GENERAL FUND - $5,940	50%	60%		

Strategy 15 Details	Reviews			
Strategy 15: Students will be provided with learner- centered instruction. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, and Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's technology learning initiative.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Distribution Logs Check-out Forms Remote Learning Teacher Logs **Staff Responsible for Monitoring:** Administrators Teachers Curriculum Coaches Librarian **Title I:** 2.5 **Funding Sources:** - 211 ESEA, TI A IMP - $20,000	50%	50%		

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 2: During the 2022-23 school year, all English Learners (EL) will meet System Safeguards in all core content areas by engaging in effective classroom instruction, receiving additional support as needed, meeting their EL Progress measure and/or showing a 10% growth in their EL progress measure.

Strategy 1 Details	Reviews			
Strategy 1: All ELA teachers will be ESL certified and all teachers will be trained in and use Sheltered Instruction Plus strategies through Seidlitz Education. **Strategy's Expected Result/Impact:** Agenda Sign-in Sheets **Staff Responsible for Monitoring:** Administration Curriculum Coach Teacher Central Office	**Formative**			**Summative**
	Sept	Nov	Feb	May
	25%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Formal assessments will be utilized to place ELL students in the appropriate setting. Including but not limited to LAS-Links, Terra-Nova. ELL students, ELL year 1 monitors and ELL year 2 monitors grades will be reviewed every 3 weeks, and struggling students will be addressed through RtI grade level teams as well as the LPAC committee. Use Counseling Center Guidelines to evaluate transcripts for incoming new students from Mexico for proper placement. **Strategy's Expected Result/Impact:** Assessments Failure report RtI documentation LPAC documentation **Staff Responsible for Monitoring:** Administration RtI team ELL Teacher LPAC Committee	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental classroom supplies to enhance instructional lessons for use with TELPAS testing for LEP students, to include reading materials, and headphones. **Strategy's Expected Result/Impact:** Purchase Order	**Formative**			**Summative**
	Sept	Nov	Feb	May

Staff Responsible for Monitoring: Administration

Funding Sources: - 199 GENERAL FUND - $5,940

| | 50% | 70% | | |

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 3: During the 2022-23 school year, staff development will be provided for all teachers and staff to develop teacher leaders in and out of the classroom while enhancing classroom instruction by developing rigorous, engaging, collaborative, accommodated and differentiated lessons to maximize student learning.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing staff development for teachers on data analysis, including heat maps, question analysis, data disaggregation, classroom management, and remediation. Provide ongoing training on entering student progress information into Skyward and evaluation of students through RtI.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Agenda Sign-in sheet Proof of Attendance RtI student forms **Staff Responsible for Monitoring:** Administration Curriculum Coach	50%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Administrators and teachers will attend Texas Assessment Conference, TASSP Summer Workshop, Texas STEM Conference and STEM School Tour, Bootcamp 101 @ Region 19, the national AVID conference, and Pre-AP and AP training in core content areas to support instructional strategies, increase TSI success and college readiness, and content-specific professional development. Pending COVID travel restrictions.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Proof of Attendance Purchase Order **Staff Responsible for Monitoring:** Administration Central Office #of students enrolled in Pre-AP and AP classes **Title I:** 2.5 **Funding Sources:** - 199 GENERAL FUND - $3,000, - 211 ESEA, TI A IMP - $6,000	40%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing training for teachers and administrators to improve instruction and academic performance in science and math related subjects as well as develop strategic thinking and planning to increase STEM readiness using Eduphoria Applications, technology applications, Google Classroom Suite, accountability system requirements, including the Texas Academic Performance Report (TAPR), the 4 state indexes, TAIS and System Safeguards through teacher support Wednesdays, designated staff development days, and Friday Faculty meetings.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Lesson plans Walk-throughs STAR Chart **Staff Responsible for Monitoring:** Administration Curriculum Coach CTC Sign-in sheet **Title I:** 2.5, 2.6 **Funding Sources:** - 199 GENERAL FUND - $3,000, - 211 ESEA, TI A IMP - $6,000	50%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Athletic Trainer will attend the Annual Symposium on Sports medicine and Cosmetology teacher will attend TIVA and CHI Polish Up Your Skills conference, which will promote new techniques and product knowledge to incorporate latest trends and techniques to lesson planning and practices.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Documentation of participation **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 **Funding Sources:** - 244 VOC ED BASIC GRANT - $3,000	0%	0%		

Strategy 5 Details	**Reviews**			
Strategy 5: Provide materials and training necessary to ensure knowledge and compliance with ELL, ELPS, Special Education, Dyslexia, Gifted and Talented, and Section 504 policies. Attend various conferences at Region 19 to include, the Annual Border Conference and Leaving a Clear Trail and A Sensory Based Approach to Communication and Assistive Technology.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Proof of Attendance Purchase Order **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **Funding Sources:** - 211 ESEA, TI A IMP - $1,120, - 199 GENERAL FUND - $3,000	25%	45%		

Strategy 6 Details	**Reviews**			
Strategy 6: Provide ongoing staff development for teachers on student collaboration, communication, critical thinking, and differentiation for special populations through inclusion strategies using: Common Instructional Framework, Lead4ward, Kagan Strategies, Seidlitz, Sheltered Instruction Plus, and TAGT Annual GT Conference, AVID strategies, TEKS Resource System, DOK, Common assessment, Google Classroom, and PBL's.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Title I: 2.5, 2.6 **Funding Sources:** - 211 ESEA, TI A IMP - $7,500, - 199 GENERAL FUND - $1,500	50%	50%		

Strategy 7 Details	**Reviews**			
Strategy 7: CTE teachers will attend the Texas Livestock Project Conference and the VATAT Professional Development Conference for Agriculture, Food and Natural Resources Cluster, TIVA Summer PD Conference @ Corpus Christi, Secrets of EFI Calibration Seminar, New Teacher CTE Conference @ Region 19, and Advanced Training/Tuning class.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Purchase order Documentation of participation **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 **Funding Sources:** - 199 GENERAL FUND - $1,500, - 244 VOC ED BASIC GRANT - $3,000	35%	35%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 4: During the 2022-23 school year, electronic devices and computer/online programs and licenses will be purchased, upgraded or maintained in order to provide students with up to date equipment that will enhance their information, media, and technology skills.

Strategy 1 Details	Reviews			
Strategy 1: Purchase technology equipment software (online subscriptions NEWS2YOU) for the DSC, programs, and licenses as needed including InFocus Display, printer ink, upgrade material, new laptops for students and teachers, upgrade computers in various classrooms, chrome books and new computers for computer labs.	**Formative**			**Summative**
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: STAR Chart Technology Survey Purchase Order Benchmark tests EOC tests Lesson Plans Walk-throughs **Staff Responsible for Monitoring:** Administration CTC Teacher **Title I:** 2.6 **Funding Sources:** - 199 GENERAL FUND - $4,000, - 211 ESEA, TI A IMP - $10,000	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide an online credit recovery program for use after school, at home, and during tutoring, SAC or pull-outs. Purchase subscriptions to online programs for credit recovery, remediation and tutoring. Purchase high volume printers for classroom instruction so that students may print research projects, outlines, and other word processing documents.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Grade Reports Sign-in Sheets Benchmark Tests Projects, Lesson Plans, Walk-throughs **Staff Responsible for Monitoring:** Administrators Counselors Credit Recovery Aide CTC **Title I:** 2.6 **Funding Sources:** - 199 GENERAL FUND - $30,000, - 211 ESEA, TI A IMP - $24,000	75%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Purchase printers for CTE classes to include, Agriculture, Floral Design, Welding, Farming, Engineering, Law Enforcement, Cosmetology, Auto Repair, Veterinary Science classes, for classroom instruction for student use. Purchase/upgrade technology for the CTE Classrooms.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Grade Reports Walk-throughs Purchase Order **Staff Responsible for Monitoring:** Administration, Counselors Teachers **Title I:** 2.5 **Funding Sources:** - 244 VOC ED BASIC GRANT - $14,000, - 199 GENERAL FUND - $20,000	10%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Purchase KUTA Software for the STEM program, graphing calculators for the Math Department, Audio/Visual technology, for the AP Computer Science Classroom and Students, and printers for DSC & Resource classroom to help students practice for office environment and to print projects.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Purchase Order **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.5 **Funding Sources:** - 211 ESEA, TI A IMP - $24,000	10%	50%		

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 5: During the 2022-23 school year, all students will be given the opportunity to explore different career pathways, leadership opportunities such as Superintendent's Super SAC, and will meet college readiness standards by participating in college preparatory classes and leadership mentorship.

Strategy 1 Details	Reviews			
Strategy 1: Students may enroll in the Agricultural program (i.e. welding, farming, floral design, wildlife, archery, engineering, STEM classes, etc.), Biological Science, Auto Repair/Tech course, and Cosmetology course. Purchase classroom supplies & materials to complete course assignments including 2022-2023 license renewals. Teachers/Students will attend different training and workshops which will help with skills. DSC students will engage in small business operations and understand how to exchange money for goods.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	70%		
Strategy's Expected Result/Impact: Number of students enrolled Observation Final plan Grade report **Staff Responsible for Monitoring:** Administration Counselor Teacher **Title I:** 2.5 **Funding Sources:** - 199 GENERAL FUND - $100,000, - 244 VOC ED BASIC GRANT - $17,000, - 211 ESEA, TI A IMP - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Students may enroll in JROTC and participate in various activities School Board Meeting, Las Cruces Drill Meet, Horizon Christmas Parade, NMMI Drill Meet, Ft. Bliss Museum & NCO Museum, UTEP Drill Meet, YISD Drill Meet, Military Awards Ceremony, Colors for UTEP basketball game, El Paso County Jail visit, Fiesta Drill Meet, JROTC UTEP tour, Massing of Colors St. Rafael Parish, Ambrosio Veterans Home visit, JROTC Organization, JROTC summer Camp, EPISD Convocation, Las Cruces Staff Fair, Present Colors at UTEP, Present Colors in Clint Community, Homecoming Parade, Veteran's Program, Veteran's Parade, Thanksgiving Parade, Fiesta Skills Meet, Cadet JROTC Organizational Day, Cadet Career Day at Clint Junior High, Clint JR High Graduation, Horizon PT Challenge, Veteran's Day Program, VA Hospital Visit.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	70%		
Strategy's Expected Result/Impact: # of students participating **Staff Responsible for Monitoring:** Teachers **Funding Sources:** - 199 GENERAL FUND - $1,500				

Strategy 3 Details	Reviews			
Strategy 3: Update software in the classrooms and access to dual credit classes for core areas via computer lab. Purchase textbooks for dual credit/Advanced Placement classes and practice exams materials for AP instructional purposes.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Technology inventory STAR Chart # of students enrolled **Staff Responsible for Monitoring:** Administration Counselor **Funding Sources:** - 410 IMA - $20,000, - 199 GENERAL FUND - $20,000	50%	70%		

Strategy 4 Details	Reviews			
Strategy 4: Students may enroll in STEM pathways, PTECH, Computer science, Business support, yearbook/journalism, Engineering, Forensic Science, and University of Texas At Austin OnRamps Dual Enrollment Program for Computer Science and Pre-Calculus courses. Purchase supplies & software licenses. Students will also have the opportunity to visit the El Paso Community Colleges to learn about the different pathways in technology. Students will attend training, TEALS Computer Science fair, receive instruction from guest speakers,and attend workshops which will help with hands-on experience and skills. Teachers will travel to University of Texas at Austin for OnRamps training.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Purchase Order Number of Students enrolled **Staff Responsible for Monitoring:** Teacher Administration Counselors **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 ESEA, TI A IMP - $10,000, - 244 VOC ED BASIC GRANT - $2,000, - 199 GENERAL FUND - $2,000, - 199 GENERAL FUND - PIC 30 - $10,000	50%	70%		

Strategy 5 Details		Reviews			
Strategy 5: Students may participate in various FFA Meetings/Events: County Fair Clean Up Day, El Paso County Fair, Southern New Mexico State Fair, State Fair of Texas, Agriculture Awareness, District FFA LDE Competition, State LDE Competition, District Meeting, Fort Worth Stock show, San Antonio Stock show, San Angelo Stock show, National FFA week, Kids N Kows, Houston Stock show, Austin Stock show, Tarelton Invitational Clinic, Texas Clareton, WTAMU, Texas Trio Judging Contest, Area Judging Contest, District Speaking Contest, Area II Convention, Chapter Banquet, State Leadership Conference, State Degree Check, Area II Leadership Camp, State FFA convention, VATAT Ag Teacher's Conference		Formative			Summative
		Sept	Nov	Feb	May
		50%	70%		
Strategy's Expected Result/Impact: Number of students participating					
Staff Responsible for Monitoring: AG Teacher					
Funding Sources: - 199 GENERAL FUND - $1,800, - 244 VOC ED BASIC GRANT - $2,500					

Strategy 6 Details		Reviews			
Strategy 6: SPED students will visit a variety of learning environments outside the classroom to enhance the classroom objectives being covered.		Formative			Summative
		Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Lesson plans Pass list **Staff Responsible for Monitoring:** Teachers Administration		50%	75%		
Funding Sources: - 199 GENERAL FUND - $500					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
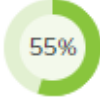
Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 6: During the 2022-23 school year, all students will meet College Readiness Standards by participating in college preparatory classes and activities.

Strategy 1 Details		Reviews			
Strategy 1: Offer college readiness SAT/ACT test preparation classes. Will purchase ACT, SAT, NMSQT, AP, CBE (Credit By Exam) and TSI (Texas Success initiative) exams. Offer TSI boot camps to increase student performance in TSI. All sophomores will take the PSAT, all juniors and seniors will take the SAT. All seniors and students wishing to take dual credit will take the TSI **Funding Sources:** - 199 GENERAL FUND - $11,000		**Formative**			**Summative**
		Sept	Nov	Feb	May
		50%	70%		

Strategy 2 Details		Reviews			
Strategy 2: The College Go Center will be available for students. Students will be able to access college information; fill out application and financial aid forms on-line. Counselors will conduct regularly scheduled Dual Credit, College and Career seminars and parent nights so that parents, teachers and students are aware of the materials available on financial aid and college information. Counselors will schedule visits by various college recruiters, TARCO college fair, and tours of EPCC's for New Student Orientation and campus for first time Dual Credit students. Purchase Snacks for college representatives and recruiters. Purchase materials, supplies for students to use for testing and to mail out college forms. **Funding Sources:** - 199 GENERAL FUND - $1,500, - 489 NEW TECH NETWORK GRANT - $4,000		**Formative**			**Summative**
		Sept	Nov	Feb	May
		40%	70%		

Strategy 3 Details		Reviews			
Strategy 3: Juniors and Seniors will travel to various college campuses including: UTEP, New Mexico State, Sul Ross, Western Tech, Vista College, and EPCC. Implement a "College Day" (i.e. college shirts may be worn by faculty and staff). **Funding Sources:** - 199 GENERAL FUND - $1,500		**Formative**			**Summative**
		Sept	Nov	Feb	May
		35%	60%		
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 7: During the 2022-23 school year, the number of students participating in extra-curricular activities will increase by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Offer, maintain and students will participate in National Honor Society, Destination Imagination competition, UIL One-Act Play, Region 1 - 3 UIL Academic Meet, robotics club, Regional UIL Academic Meet, volleyball, football, tennis, cross country, basketball, softball, baseball, soccer, golf and track & field. **Funding Sources:** - 199 GENERAL FUND - $1,000	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	35%	50%		
Strategy 2 Details	Reviews			
Strategy 2: Band students will participate in the following competitions: EPISD Marching Contest, UIL Marching Band Competition ATSSB Region Auditions, 4A & 5A Region-Band Auditions Region Auditions TMEA Area Auditions 4A &5A Region Band Clinic/Concert-UTEP All-State Band UIL Solo & Ensemble ATSSB All-Region Clinic/Concert UIL Concert and Sight Reading Contest UIL Texas State Solo & Ensemble Contest, Coronado Concert Band Festival, De Valle Concert Band Festival, Socorro Marchfest, Winterguard Competitions 4-5 per season TBD, Football games. **Funding Sources:** - 199 GENERAL FUND - $2,000	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	55%	70%		

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 8: During the 2022-23 school year, all students will attend school daily and on-time 97% of the time.

Strategy 1 Details		Reviews			
Strategy 1: Student attendance will be monitored on a daily basis. Parents will be informed and will participate in attendance/truancy prevention measures. Loss of Credit will be assessed through attendance RtI to all students who fall below the state-mandated 90% attendance. LOC will be communicated with parents and students.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
		50%	70%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 9: During the 2022-23 school year, all students will have access to online resources to track their individual, instructional progress.

Strategy 1 Details		Reviews			
Strategy 1: All students will have access to an online email account and be trained in Student Skyward for checking grades, attendance, etc.		**Formative**			**Summative**
		Sept	Nov	Feb	May
		40%	60%		
Strategy 2 Details		Reviews			
Strategy 2: All students will participate in the district 1:1 initiative receiving either a Chromebook or yoga laptop.		**Formative**			**Summative**
		Sept	Nov	Feb	May
		50%	65%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 10: During the 2022-23 school year, all students will be afforded the opportunity to recover credits that may have been lost during their high school career.

Strategy 1 Details		Reviews			
Strategy 1: Enroll students into an online credit recovery program for use after school, during tutoring and at home and assign summer school for credit recovery.		**Formative**			**Summative**
		Sept	Nov	Feb	May
Title I: 2.6 **Funding Sources:** - 282 ESSER III - $50,000		30%	60%		
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 11: During the 2022-23 school year, CHS will fulfill all requirements of a TEA designated T- STEM academy.

Strategy 1 Details	Reviews			
Strategy 1: Maintain a T-STEM advisory board to include representatives from the Academy, school board, district, community, higher education and STEM business. The Advisory board will support and guide the STEM Academy on facility requirements, resource acquisition, curriculum development, student internships and externships.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	70%		
Strategy 2 Details	**Reviews**			
Strategy 2: Provide all student with opportunities and the expectation to assume roles of leadership and responsibility within the classroom, Academy, and community and through the student board per grade level will meet and will be responsible for addressing current issues with academic support, fund-raising, student competition/travel, and other business concerning the Genesis Program. Provide students access and expectations to engage in purposeful school-sponsored activities. Hosts parent seminars to develop deep understanding and commitment to the rigor of college readiness and the high expectations of a STEM Academy.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	70%		
Strategy 3 Details	**Reviews**			
Strategy 3: As a T-STEM Academy, CHS will implement systemic, tiered strategies for student support and retention such as host orientation session(s) and summer bridge program(s) to facilitate successful student transition into a rigorous college-prep curriculum and a STEM-focused classroom environment.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	70%		
Strategy 4 Details	**Reviews**			
Strategy 4: Establishes curriculum expectations, monitoring, and accountability mechanisms that are reflectively revised to ensure constancy of mission purpose (aligned resource allocation, integrated STEM curriculum development, teacher professional growth, and student results). Supports and encourages all students to successfully complete four years of mathematics, four years of science, and four years of STEM electives in order to graduate college ready on the recommended or distinguished high school graduation plan.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	50%	70%		

Strategy 5 Details		Reviews			
Strategy 5: Offers dual credit, articulated concurrent enrollment, AP or IB courses so that all students will graduate with 12-30 college credit hours. Identify and secure key business,industry,and community partners to support STEM Academy efforts (mentorships, service learning projects, etc.) and related job shadowing, internships, and externships for students and teachers.		**Formative**			**Summative**
		Sept	**Nov**	**Feb**	**May**
		50%	75%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 12: During the 2022-23 school year, CHS will implement year 4 of the Advancement Via Individual Determination (AVID) Program.

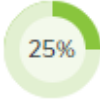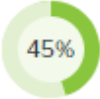| Strategy 1 Details	Reviews			
Strategy 1: As an AVID campus all students at CHS will use focused note-taking strategies, consistently use higher-level questions in their notes demonstrate critical thinking skills in all courses. (AVID Instruction 3).	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	50%	75%		
Strategy 2 Details	Reviews			
Strategy 2: As an AVID campus the AVID Site team will meet monthly to collaborate and advocate on planning, logistics, and student access and influences school policy concerning access to rigorous curriculum and advanced course at each grade level. (AVID Systems 7). The AVID Site Team uses a site plan as a "living document" that is discussed at each Site Team meeting and revised according to data and certification results. (AVID Systems 6).	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	50%	70%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Clint High School will be a model of high standards for student academic excellence.
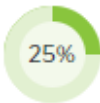
Performance Objective 13: During the 2022-23 school year, CHS will increase the CCMR percentage of graduates to 95%, as we work towards a goal of 100% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: Counselors and administrators will review student schedules and pathways to ensure all student coursework aligns to CCMR requirements.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
	50%	75%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Clint High School will ensure a safe well-disciplined positive learning environment for all students.

Performance Objective 1: During the 2022-23 school year, all students will participate in activities that are conducive to a safe and well-disciplined learning environment and the number of students participating in extra-curricular activities will increase by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Provide programs that will create a safe and positive learning environment such as the continuation of the implementation of anti-bullying program and training on increasing awareness and recognition of issues of maltreatment and sexual abuse of children. SEL/PBIS will deliver lesson, activities to engage students in skill based learning for conflict resolution, responsible decision making, motivational skills.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Anti-Bullying Contract Discipline Referral PEIMS Discipline Report Sign-in Sheets **Staff Responsible for Monitoring:** School Board Administration **Funding Sources:** - 199 GENERAL FUND - $15,000	25%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Evaluate and monitor security plans developed by Safety Committee including monthly fire drill, lock-down, and inclement weather drill plans. Security Team, Administration, Custodians and Office Staff will use communication radios to promote campus safety. New employees will be introduced to the campus safety and discipline procedures.	**Formative**			**Summative**
	Sept	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Fire drill logs Lock-down logs Agenda Sign-in sheet Minutes Debriefing report **Staff Responsible for Monitoring:** Central Office Law enforcement Administration Security Team Campus Safety Committee	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Provide ID cards for teachers, staff and students. All visitors must report to the front office where they will sign in and be issued a visitor's pass. Monitor visitors throughout the building through new ID scan system.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Sign-in sheets **Staff Responsible for Monitoring:** Administration Office Staff Security Team	25%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Security/administration will review students for Code of Conduct violation including but not limited to tardies, public display, use of electronic equipment, and dress code and conduct random searches of the CHS property on a regular basis . Security and administration will conduct class meetings to review both District and Campus Code of Conduct at the beginning of the school year.	Formative			Summative
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Agenda Lunch detention log Discipline referrals **Staff Responsible for Monitoring:** Administration Counselors Teachers Security team	25%	40%		

Strategy 5 Details	**Reviews**			
Strategy 5: Hire Communities in Schools personnel to provide:	**Formative**			**Summative**
*Academic support including tutoring and extended learning time	**Sept**	**Nov**	**Feb**	**May**
*College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	25%	35%		
Strategy's Expected Result/Impact: Tutoring logs Student referral logs Parent sign-in sheets Counseling records Parent night presentations Home visit logs **Staff Responsible for Monitoring:** Administration CIS Personnel **Title I:** 2.6 **Funding Sources:** - 211 ESEA, TI A IMP - $26,000				
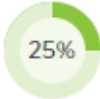
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Clint High School will ensure a safe well-disciplined positive learning environment for all students.

Performance Objective 2: Teachers will participate in activities that will improve campus morale.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for staff recognition and verbal praise for students who exemplify outstanding behavior on campus/and or classroom. Teachers will be able to participate in recognition ceremonies such as Teachers of the Month, Holiday Luncheons, Friends and Family days and Teacher Appreciation Week.	**Formative**			**Summative**
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/staff participation End of year on-line student survey **Staff Responsible for Monitoring:** Administrators Teachers Parents Curriculum Coach	25%	35%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff promote school and college spirit by wearing Clint High School Spirit shirt on Friday and college shirts on Thursdays.	**Formative**			**Summative**
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher participation **Staff Responsible for Monitoring:** Administration	25%	40%		

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

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 1: During the 2022-23 school year, teachers and staff will be hired under the review and recommendation of Central Office.

Strategy 1 Details	Reviews			

Strategy 1: Staff positions and vacancies will be evaluated and hiring decisions will be made accordingly. Positions will address the needs of special populations (i.e. SpEd, ELL, 504) will be evaluated and hiring decisions will be made accordingly.
 	
    Strategy's Expected Result/Impact: # of students enrolled in special pop. programs
    # of positions
    Staff Responsible for Monitoring: Central Office
    Administration
	Formative			**Summative**

	Sept	Nov	Feb	May
	25%	45%		
Strategy 2 Details	**Reviews**			

Strategy 2: Class sizes will be evaluated and hiring decisions will be made accordingly.
    Strategy's Expected Result/Impact: Registration
    # of students enrolled in class
    Staff Responsible for Monitoring: Central Office
    Administration
	Formative			**Summative**

	Sept	Nov	Feb	May
	25%	40%		

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

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 2: During the 2022-23 school year, only those programs will be implemented that are cost-effective and have the greatest impact on student improvement.

Strategy 1 Details			Reviews			
Strategy 1: Evaluate pathways of the Engineering and STEM program for class continuation.			**Formative**			**Summative**
Strategy's Expected Result/Impact: # of students enrolled			**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration Counselor Teacher			25%	50%		
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue			

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 3: During the 2021-22 school year, all budget deadlines set by the District will be met accordingly.

Strategy 1 Details				Reviews			
Strategy 1: By January 17, 2023 all funds 101-499 will be submitted.				**Formative**			**Summative**
Strategy's Expected Result/Impact: # of PRs submitted in a timely manner				**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration Budget Clerk				25%	35%		

Strategy 2 Details				Reviews			
Strategy 2: By February 18, 2023 all funds 199 GF, 201 SIP, 211 Title 1, 24/225 SPED, 255 TPTR, 244 Perkins, 263 LEP, 410 IMA State funds will be submitted.				**Formative**			**Summative**
Strategy's Expected Result/Impact: # of PRs submitted in a timely manner				**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration Budget Clerk				25%	50%		

Strategy 3 Details				Reviews			
Strategy 3: By March 25, 2023 all federal funds including: 201 SIP, 211 Title 1, 24/225 SPED, 255 TPTR, 244 Perkins, 263 LEP, 410 IMA State will be submitted.				**Formative**			**Summative**
Strategy's Expected Result/Impact: # of PRs submitted in a timely manner				**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration Budget Clerk				25%	35%		

Strategy 4 Details				Reviews			
Strategy 4: By March 25, 2023 all 199 All Locally Funded Expenditures with the Exception of Graduation Expenses and Student Travel funds will be submitted				**Formative**			**Summative**
Strategy's Expected Result/Impact: # of PRs submitted in a timely manner				**Sept**	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration Budget Clerk				25%	45%		

Strategy 5 Details		Reviews			
Strategy 5: By April 15, 2023 all 199 School Leadership Accounts will be submitted.		**Formative**			**Summative**
Strategy's Expected Result/Impact: # of PRs submitted in a timely manner **Staff Responsible for Monitoring:** Administration Budget Clerk		**Sept**	**Nov**	**Feb**	**May**
		25%	40%		
Strategy 6 Details		Reviews			
Strategy 6: By May 6, 2023 all 199 GF funds will be submitted.		**Formative**			**Summative**
Strategy's Expected Result/Impact: # of PRs submitted in a timely manner **Staff Responsible for Monitoring:** Administration Budget Clerk		**Sept**	**Nov**	**Feb**	**May**
		30%	40%		

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

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 4: During the 2022-23 school year, all students on campus will be reviewed to ensure proper PEIMS coding.

Strategy 1 Details			Reviews		
Strategy 1: All student files will be reviewed and compared to At-Risk guidelines. All special population folders will be reviewed to ensure proper PEIMS coding.		**Formative**			**Summative**
Strategy's Expected Result/Impact: AT-Risk Folder	**Sept**	**Nov**	**Feb**	**May**
PEIMS Report				
Staff Responsible for Monitoring: Administration	25%	40%		
PEIMS Clerk				
LPAC Clerk				
SPED Department				
GT Coordinator				
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Clint High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: During the 2022-23 school year, all students will be taught by highly qualified teachers.

Strategy 1 Details	Reviews			

Strategy 1: Hire highly qualified teachers. Review teacher certifications to ensure they are up to date and are highly qualitified. Monitor teaching strategies to ensure they are aligned to state and district standards of high expectations.
  Strategy's Expected Result/Impact: Teacher Certifications
  Staff Responsible for Monitoring: Central Office
Human Resources
Administration
Curriculum Coach
	Formative			**Summative**

	Sept	Nov	Feb	May
	25%	40%		

Strategy 2 Details	Reviews			

Strategy 2: Communicate with Central Office and Human Resources about all present and future hires.
  Strategy's Expected Result/Impact: Turn-over rate
  Staff Responsible for Monitoring: Central Office Administration
	Formative			**Summative**

	Sept	Nov	Feb	May
	25%	40%		

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

Goal 5: Clint High School will include parents, community, and business members in the education of all students.

Performance Objective 1: During the 2022-23 school year, CHS will carry out programs, activities and procedures that ensure that parents are: encouraged to be actively involved in their child's education at school, full partners their child's education, included in decision-making and on committee to assist in the education of their child.

Strategy 1 Details	Reviews			
Strategy 1: Parents and community members are participating and included in an ongoing manner in various campus committees (i.e. LPAC committee, Title I meetings, CIP, Section 504, SPED/ARD, Parental Involvement Committee, open houses, etc.). Parents will be invited to attend Annual Regional Parental Engagement Conference, Region 19 workshops & CHS literacy nights Parents will be invited to Webinar training and will be provided materials for college awareness. Will also purchase Audio/Visual technology to use in Parent meetings. Reading materials will be purchased to be provided during Parent meetings to encourage literacy at home. Flexible number of meetings and times related to parent involvement are offered in parent's native language.	**Formative**			**Summative**
	Sept	Nov	Feb	May
	35%	50%		
Strategy's Expected Result/Impact: Sign-in Sheet Certificate of participation **Staff Responsible for Monitoring:** Administration Counselor **Title I:** 4.1, 4.2 **Funding Sources:** - 211 ESEA, TI A IMP - $2,600				

Strategy 2 Details	Reviews			
Strategy 2: College readiness night for parents will be held during the 1 semester of the school year and all meetings and activities will be displayed on the school Marquee and website.	**Formative**			**Summative**
	Sept	Nov	Feb	May
Strategy's Expected Result/Impact: Sign in sheets Agendas **Staff Responsible for Monitoring:** Administration	30%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Parents will have access to their student grades and attendance through SKYWARD portal.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of hits on SKYWARD	Sept	Nov	Feb	May
Staff Responsible for Monitoring: Central Office Administration Teachers	35%	50%		

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

State Compensatory

Budget for Clint High School

Total SCE Funds: $345,406.38
Total FTEs Funded by SCE: 7.76
Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. . At the High School Level, courses are also funded to support students to improve their academics. High School campuses also have funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. The District Level funding is allocated to providing resources to the campuses in technology, online learning tools and other resources. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. High School campuses use SCE funds for dropout prevention programs, credit recovery intervention programs and support for students to ensure that they graduate from high school. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Clint High School

Name	Position	FTE
GARCIA, BIANCA MARIA	AVID TEACHER	0.63
Granado, Grissel	LPAC Instructional Aide	1
MONTES, ULISSES B	MATH TEACHER	0.13
RENTERIA JR, MARTIN	INST AIDE SPED	1
Samaniego, Kathleen	INST AIDE	1
SANTACRUZ, SILVIA	College Readiness FACILITATOR	1
TALAMANTES, ROSANNA	CAMPUS CURRICULUM COACH	1
Terrazas, Maria	INST AIDE	1
ZUNIGA, PATRICIA	INST AIDE SPED	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Clint High School will ensure all students on the campuses demonstrate proficient and advanced levels of academic achievement on state standards. The development of the comprehensive improvement plan for each school-wide campus program, the entire community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus and district successes. Based on the economically disadvantaged criteria, Clint High School will implement the schoolwide Title I program. In order to develop this plan, CHS conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- EOC Scores from June 2022
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores
- CTE Data

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Clint High School Site-Based Committee will review the plan in June/July 2022 and make recommendations included in the final published document. The committee this past Spring, created the plan by reviewing strategies, data and updating each portion by goals.

Workgroup documentation was kept for each goal, and the committee met to review the CIP, approve waivers, and provide feedback. Campus teachers also helped to create the CIP by reviewing their goals and updating the strategies. The CIP will be posted online for the community.

2.2: Regular monitoring and revision

The CIP is a working document that changes as the District's needs change. The Admin will update sections as the need for purchases or new

initiatives/strategies arises. Furthermore, the admin team will monitor the plan during the review months - September, November, January, and May. Each goal will be updated and notes on the progress of the CIP will be included. During the review months, any revisions will be done by each department.

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

The campus will provide reform strategies as interventions for all Title I school-wide campuses to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The campus District implemented the Countdown to Zero program to ensure students are receiving all of their credits and support when they need to recover lost credits which ensures they are on target for graduation. Again during 2022-2023, the District will operate on a balanced calendar with student support intersessions in October and March. Throughout the year, the campuses will have additional support as well for students through an intervention program named I-SUPPORT. These intersessions will focus on students who are at risk or not on grade level, behind in the credits, or need support to be successful on the state assessments. Also, Title I funds are allocated to support the AVID program, instructional software and afterschool tutoring programs. ESSER funding will be provided to campuses to support interventions, SEL programs, fund staff and provide additional instructional resources.

2.4: Opportunities for all children to meet State standards

The campus will provide reform strategies as interventions for all Title I school-wide campuses to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The Campus District implemented the Countdown to Zero program to ensure students are receiving all of their credits and support when they need to recover lost credits which ensure they are on target for graduation. Again during 2022-2023, the District will operate on a balanced calendar with student support intersessions in October and March. Throughout the year, the campuses will have additional support as well for students through an intervention program named I-SUPPORT. These intersessions will focus on students who are at risk or not on grade level, behind in the credits or need support to be successful on the state assessments. Also, Title I funds are allocated to support the AVID program, instructional software, and after-school tutoring programs. ESSER funding will be provided to campuses to support interventions, and SEL programs, fund staff and provide additional instructional resources.

2.5: Increased learning time and well-rounded education

Clint HS will provide any student who did not pass STAAR EOC assessments, accelerated instruction must be delivered in the 2022-2023 school year (starting in fall 2022) or subsequent summer 2022. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (i.e., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements. Clint ISD has titled the program I-SUPPORT for the 2022-2023 school

year.

Each campus must establish an ALC for students who did not pass the STAAR in grades 8th math or reading beginning to the start of the school year. The ALC's must be conducted immediately so that the intervention plans must be developed and put into place starting on August 2, 2022. Remember an ALC must also be conducted for a student who did not take the STAAR test; TEA records any student who did not take the exam as a student who did not meet Approaches or higher. Only students in these grade levels must have a formal ALC, but the other grade levels must have a plan and process to monitor student achievement during the implementation of the plan.

All Clint High school students who did not take the EOC exams or did not score Approaches Grade Level on the Spring 2022 STAAR exams will also be part of the targeted group. Middle School Algebra I students who did not score Approaches Grade Level will be included in this program as well. High School students who took the STAAR EOC in June 2022 and scored Approached Grade Level or higher will no longer be included in the targeted group for any EOC exams that they passed. Any EOC exam that a student did not have at least Approaches Grade Level will be required to completed accelerated instruction.

All students will have a scheduled time for accelerated instruction. During the 2022-2023 school year, students will be provided targeted intervention before, after and during school. These intervention times must be documented and provided at least 30 minutes a week, per subject. Each campus will work with their respective Assistant Superintendent to develop an approved plan that is uniform and consistent. We will need to provide information on the I-SUPPORT plan to TEA as needed so all program requirements will be adhered.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

* Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
* Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
* If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
* Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
* Utilizes effective instructional materials designed for supplemental instruction.
* Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
* Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

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

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify

gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
- If a student does not pass mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Several members of the school faculty meet quarterly to evaluate and modify the school-wide plan based on available data. We gather data from the budget, academic performance, parental engagement activities, attendance, and various other sources to inform plan changes.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The campus will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I school-wide campuses. The Communities in Schools program has been implemented to enhance parental & family engagement activities. Also, the campuses have involved parents through Parent & Family Engagement activities, technology integration, and district programs. The District has also updated its software applications and programs to provide parents with more information about the district's activities and programs.

4.2: Offer flexible number of parent involvement meetings

Our Communities in School Coordinators (CIS), Campus administration and Parent & Family Engagement programs have events scheduled at all campuses throughout 2022-2023 school year. Also, campus administration conducts all required parental involvement meetings and

publicizes those through the web, twitter and through the District's call out system. Each campus will also have additional SEL support by having an SEL Lead Teacher who will assist with coordinating parental involvement activities to support social and emotional learning as students transition back to the campus after the pandemic.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Based student needs, population (ie; at risk, LEP, and other special populations) we review data and develop plans to meet the needs of these students in accordance with local policy. We utilize 25 minute homeroom daily to provide needed HB 4545 services and remediation opportunities based on student needs.

Title I Personnel

Name	Position	Program	FTE
Ana Martinez	Communities in Schools Coordinator	Title 1	1.0
Armando Resendiz	Intervention Teacher	ESSER III	1.0
Emily Garcia	Special Education Teacher	IDEA-B(224)	1.0
Francisco Ortega	SEl/ PBIS Support Teacher	ESSER III	1.0
Omar Melendez	Technology Coach	ESSER III	1.0
Reyna Gomez	instructional Aide	IDEA-B (224)	1.0

Campus Funding Summary

			199 GENERAL FUND		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$7,300.00
1	1	7			$15,000.00
1	1	9			$3,700.00
1	1	11			$6,961.00
1	1	14			$5,940.00
1	2	3			$5,940.00
1	3	2			$3,000.00
1	3	3			$3,000.00
1	3	5			$3,000.00
1	3	6			$1,500.00
1	3	7			$1,500.00
1	4	1			$4,000.00
1	4	2			$30,000.00
1	4	3			$20,000.00
1	5	1			$100,000.00
1	5	2			$1,500.00
1	5	3			$20,000.00
1	5	4			$2,000.00
1	5	4		PIC 30	$10,000.00
1	5	5			$1,800.00
1	5	6			$500.00
1	6	1			$11,000.00
1	6	2			$1,500.00
1	6	3			$1,500.00
1	7	1			$1,000.00
1	7	2			$2,000.00
2	1	1			$15,000.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$278,641.00
211 ESEA, TI A IMP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$10,000.00
1	1	5			$30,000.00
1	1	7			$12,000.00
1	1	12			$11,000.00
1	1	13			$11,000.00
1	1	15			$20,000.00
1	3	2			$6,000.00
1	3	3			$6,000.00
1	3	5			$1,120.00
1	3	6			$7,500.00
1	4	1			$10,000.00
1	4	2			$24,000.00
1	4	4			$24,000.00
1	5	1			$10,000.00
1	5	4			$10,000.00
2	1	5			$26,000.00
5	1	1			$2,600.00
				Sub-Total	$221,220.00
244 VOC ED BASIC GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$3,000.00
1	3	7			$3,000.00
1	4	3			$14,000.00
1	5	1			$17,000.00
1	5	4			$2,000.00
1	5	5			$2,500.00
				Sub-Total	$41,500.00

281 Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$11,000.00
				Sub-Total	$11,000.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$44,000.00
1	10	1			$50,000.00
				Sub-Total	$94,000.00
410 IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			$20,000.00
				Sub-Total	$20,000.00
489 NEW TECH NETWORK GRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			$4,000.00
				Sub-Total	$4,000.00