# Clint Independent School District

# District Improvement Plan

# 2017-2018

**Accountability Rating: Met Standard**

**Board Approval Date:** August 24, 2017
**Public Presentation Date:** August 24, 2017

# Mission Statement

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for *the student* to maximize personal potential.

La mision del Distrito Escolar Independente de Clint es de preparar a todos los estudiantes para que sean ciudadanos exitosos. El Distrito trabajara en conjunto con la comunidad y con la familia para crear oportunidades para que *el estudiante* desarolle su potencial personal.

Public Notification of Nondiscrimination

It is the policy of the District not to discriminate on the basis of race, color, national origin, gender, religion, disability or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the District's Title IX Coordinator Rene Chavez at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4061 and/or Section 504 Coordinator, Mark Ayala at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4041.

# Vision

# Clint Independent School District

# Together...We Build Tomorrow

*2017-2018*

*District Goals:*

1. The District will be a model of high standards for student academic excellence.
2. The District will ensure a safe, well-disciplined, positive learning environment for all students.
3. The District will operate efficiently being fiscally responsible.
4. The District will become the employer of choice in order to seek and retain effective personnel.
5. The District will include parents, community, and business members in the education of all students.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Clint ISD make up is reflected in the graphs for TEA:

| Student Demographics (2015 - 2016 Fall PEIMS file loaded 05/23/2016) | Count | Percent |
|---|---|---|
| **Gender** | | |
| Female | 5,783 | 49.38% |
| Male | 5,929 | 50.62% |
| **Ethnicity** | | |
| Hispanic-Latino | 11,246 | 96.02% |
| **Race** | | |
| American Indian - Alaskan Native | 24 | 0.20% |
| Asian | 10 | 0.09% |
| Black - African American | 62 | 0.53% |
| Native Hawaiian - Pacific Islander | 2 | 0.02% |
| White | 316 | 2.70% |
| Two-or-More | 52 | 0.44% |

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From the charts above, it is apparent that Clint ISD has many challenges in the population we serve. First and foremost, Clint ISD assures all of our students have healthy meals as a Provision II school district offering breakfast, lunch and dinner most days to our students. We offer this services due to the fact that over 86% percent of our students are Economically Disadvantaged and over 60% of our students are label as "At-Risk" by the Texas Education Agency. Finally, thirty-three percent of our students are Limited English Proficient. Daily, Clint ISD works diligently to place our students on the road to graduation, but has many obstacles. Despite the barriers, Clint ISD has a proven track record of helping our students successfully graduate.

### Demographics Strengths

Clint ISD Students are 86% Economically Disadvantaged but still have met the standards on all Indexes. Specifically Post-secondary readiness is a strength as well as the graduation rates.

| Clint ISD Class of 2017 | | | | |
|---|---|---|---|---|
| Individuals Not on Track to Graduate | | | | |
| | Campus October 2016 Total | Campus January 2017 Total | Campus May 2017 Total | Seniors in the Class of 2017 | Percentage of Graduates |
| Clint High School | 27 | 32 | 0 | 145 | 100% |
| Mountain View High School | 18 | 14 | 3 | 182 | 98% |
| Horizon High School | 19 | 26 | 8 | 366 | 97.8% |
| Clint Early College Academy | 0 | 0 | 0 | 97 | 100% |
| Total | 64 | 72 | 10 | 787 | 98.7% |

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: ELL Graduation rates are below the other subgroups for Clint ISD **Root Cause**: ELL students are not always enrolled for 4 years

# Student Achievement

**Student Achievement Summary**

Clint ISD is projected to meet all accountability standards for 2016-2017 as shown in the following ratings.

| Campus | Index 1 | Index 2 | Index 3 | Index 4 | Rating |
|--------|---------|---------|---------|---------|--------|
| WDS | 68 | 41 | 40 | 35 | Met Standard |
| RSE | 74 | 39 | 44 | 37 | Met Standard |
| DHE | 75 | 42 | 46 | 45 | Met Standard |
| MVE | 69 | 42 | 41 | 31 | Met Standard |
| FME | 62 | 39 | 35 | 30 | Met Standard |
| CTW | 63 | 31 | 36 | 34 | Met Standard |
| CJHS | 75 | 36 | 44 | 40 | Met Standard |
| EMMS | 68 | 32 | 36 | 27 | Met Standard |
| HMS | 70 | 33 | 38 | 28 | Met Standard |
| REMS | 73 | 38 | 41 | 29 | Met Standard |
| CHS | 78 | 21 | 49 | 74 | Met Standard |
| MVHS | 69 | 23 | 41 | 74 | Met Standard |
| HHS | 70 | 21 | 42 | 74 | Met Standard |
| CECA | 96 | 41 | 61 | 96 | Met Standard |
| Clint ISD | 71 | 36 | 41 | 73 | Met Standard |

**Student Achievement Strengths**

Clint ISD strengths were on Index 4 - Postsecondary Readiness. The District and campuses greatly exceeded the state accountabilty standards for this Index.

The College Ready intitatives and the number of students attaining higher scores on the STAAR assessements continue to elevate this rating.

| Campus | Index 4 | Rating |
|--------|---------|--------|
| WDS | 35 | Met Standard |
| RSE | 37 | Met Standard |
| DHE | 45 | Met Standard |
| MVE | 31 | Met Standard |
| FME | 30 | Met Standard |
| CTW | 34 | Met Standard |
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| MVHS | 74 | Met Standard |
| HHS | 74 | Met Standard |
| CECA | 96 | Met Standard |
| Clint ISD | 73 | Met Standard |

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1**: Not all student groups are achieving at the same levels **Root Cause**: ELL and SPED populations have an achievement gap that needs to be narrowed

**Problem Statement 2**: Not all students groups are achieving at the same levels **Root Cause**: Students are in need of in-depth targeted interventions

# District Culture and Climate

## District Culture and Climate Summary

Annually, Clint ISD's administration conducts a survey of staff and students on the District's overall climate. Areas included on the survey include accessibiltiy to administration, safetly and overall support for our District stakeholders.
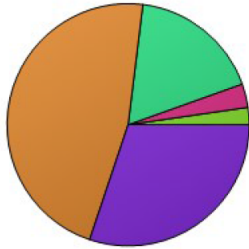
In regards to safety, the following areas highlight student responses:

4) When I'm at school, I feel school staff treats me with respect.

|  | Count | Percentage |
|---|---|---|
| Strongly Agree | 997 | 45.99% |
| Agree | 829 | 38.24% |
| Neutral | 262 | 12.08% |
| Disagree | 52 | 2.4% |
| Strongly Disagree | 28 | 1.29% |
| **Total** | **2168** | **100%** |

4) I am treated with respect by school administrators at this school.

|  | Count | Percentage |
|---|---|---|
| Strongly Agree | 1454 | 30.15% |
| Agree | 2256 | 46.79% |
| Neutral | 848 | 17.59% |
| Disagree | 153 | 3.17% |
| Strongly Disagree | 111 | 2.3% |
| **Total** | **4822** | **100%** |

5) When I'm at school, I feel my teacher treats me with respect.

|  | Count | Percentage |
|---|---|---|
| Strongly Agree | 1349 | 62.22% |
| Agree | 600 | 27.68% |
| Neutral | 173 | 7.98% |
| Disagree | 30 | 1.38% |
| Strongly Disagree | 16 | 0.74% |
| **Total** | **2168** | **100%** |

5) I am treated with respect by teachers at this school.

|  | Count | Percentage |
|---|---|---|
| Strongly Agree | 1553 | 32.16% |
| Agree | 2262 | 46.84% |
| Neutral | 812 | 16.82% |
| Disagree | 122 | 2.53% |
| Strongly Disagree | 80 | 1.66% |
| **Total** | **4829** | **100%** |

6) When I'm at school, I feel students at my school treat me with respect.

|  | Count | Percentage |
|---|---|---|
| Strongly Agree | 594 | 27.3% |
| Agree | 781 | 35.89% |
| Neutral | 577 | 26.52% |
| Disagree | 165 | 7.58% |
| Strongly Disagree | 59 | 2.71% |
| **Total** | **2176** | **100%** |

7) I am treated with respect by other students in this school.

|  | Count | Percentage |
|---|---|---|
| Strongly Agree | 752 | 15.58% |
| Agree | 2022 | 41.89% |
| Neutral | 1551 | 32.13% |
| Disagree | 324 | 6.71% |
| Strongly Disagree | 178 | 3.69% |
| **Total** | **4827** | **100%** |

District staff responded tha they felt welcomed and appreciated on their campuses and that they felt comfortable approaching their administration with questions or concerns.

**District Culture and Climate Strengths**

Clint ISD student surveys showed that the students felt they were treated well by their administratros and staff at the campuses. Overall, respondants shared they felt safe at school by both elementary and secondary students. The following graphs show their responses:

4) I am treated with respect by school administrators at this school.
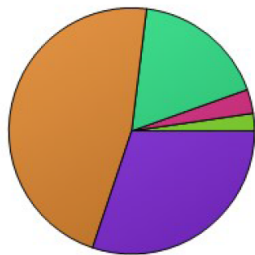
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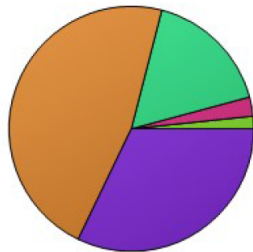
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Staff also responded to the climate survey about their overall campus climate:

**Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1**: Secondary students responded on the Climate survey that various problems exist relating to illegal items on campus **Root Cause**: Additional support from administration and the SRO program can benefit secondary school safety

# Staff Quality, Recruitment, and Retention

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

The Clint ISD New Teacher Mentorship program is designed to support two groups of teachers in various ways.  The group of teachers requiring the most support are the teachers who are new to the profession.  These teachers require more classroom observations, more trainings, and more planning and support sessions than veteran teachers.  The second group requiring less support are the veteran teachers that are new to the district.  Many of these teachers only require support to acclimate to the district and their campus culture.

All of the new teachers begin the year at the New Teacher Academy in early August.  At this four day training, they are introduced to many district initiatives such as the Google environment.  They are also instructed on first day of school procedures, lesson cycle, and professionalism.

New teachers are also given five other trainings throughout the year on Saturdays.  These trainings are spread out during the year and done at specific dates that research has shown to be the most effective times for teacher learning and need.  The content of each training is based on a needs assessment taken from classroom observations.

Teachers will also have the opportunity to do "learning walks" in other teachers' classrooms.  These walks will be with the guidance of the New Teacher Coordinators.
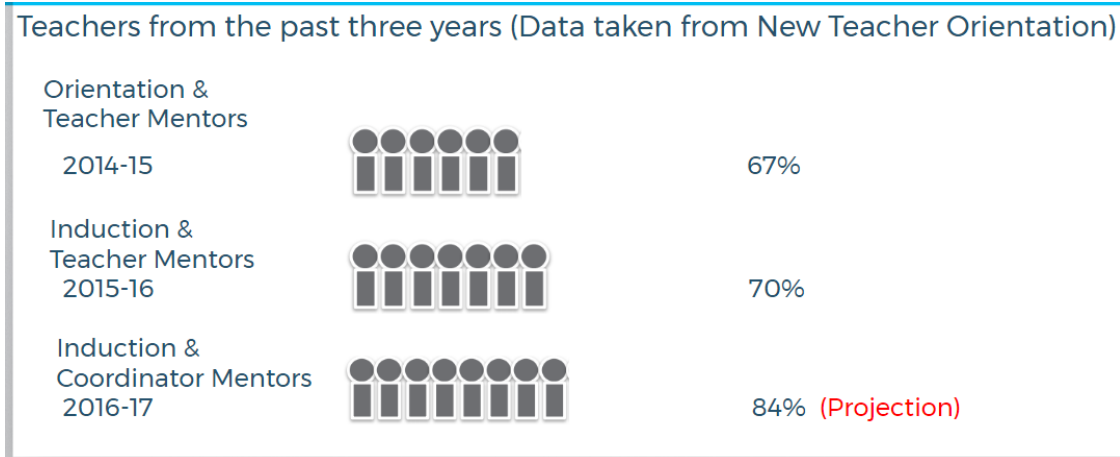
New Teacher Coordinators will also perform classroom observations, model lessons, plan with new teachers, and advise/counsel. T-TESS ratings reflect that teachers are not all at the Proficent level. A Priority for our District is to ensure that all teachers are performing at high levels on the T-TESS.

| Title  Grant Planning Information for T-TESS | | | | |
|---|---|---|---|---|
| Domain | Developing | Developing by Domain | Improvement Needed | Improvement Needed by Domain |
| 1.1 | 29 | 4.42% | 7 | 1.07% |
| 1.2 | 67 | 10.21% | 3 | 0.46% |
| 1.3 | 64 | 9.76% | 6 | 0.91% |
| 1.4 | 80 | 12.20% | 7 | 1.07% |
| 2.1 | 81 | 12.35% | 5 | 0.76% |
| 2.2 | 56 | 8.54% | 7 | 1.07% |
| 2.3 | 83 | 12.65% | 5 | 0.76% |
| 2.4 | 113 | 17.23% | 11 | 1.68% |
| 2.5 | 82 | 12.50% | 7 | 1.07% |

| | | | | |
|---|---|---|---|---|
| 3.1 | 28 | 4.27% | 3 | 0.46% |
| 3.2 | 38 | 5.79% | 1 | 0.15% |
| 3.3 | 25 | 3.81% | 1 | 0.15% |
| 4.1 | 21 | 3.20% | 4 | 0.61% |
| 4.2 | 77 | 11.74% | 3 | 0.46% |
| 4.3 | 15 | 2.29% | 1 | 0.15% |
| 4.4 | 20 | 3.05% | 2 | 0.30% |
| | 879 | 8.37% | 73 | 0.70% |
| | | | | |
| Total Developing | 8.37% | | 2018 Goal | 7.00% |
| Total Needs Improvement | 0.70% | | 2019 Goal | 5.00% |
| | 9.07% | | 2020 Goal | 3.00% |

## Staff Quality, Recruitment, and Retention Strengths

A structured approach to mentoring teachers will assist the district as shown from the data.



Teachers from the past three years (Data taken from New Teacher Orientation)

Orientation & Teacher Mentors 2014-15 — 67%

Induction & Teacher Mentors 2015-16 — 70%

Induction & Coordinator Mentors 2016-17 — 84% (Projection)

The program will consist of strengthening the following:

1. Create four tracks of teachers to be serviced:
   a. New teachers to the profession
   b. New teachers to the districts that are veteran teachers
   c. Teachers in their second year of teaching
   d. Teachers in need of assistance who have changed subjects/grade levels
2. Document support digitally as follows:
   a. New teachers to the profession - 60 minutes a week
   b. New to the district - 30 minutes a week for first six weeks
   c. Second year teachers - 60 minutes every two weeks
   d. Teachers who have changed subjects/grade levels - 30 minutes a week for first six weeks
3. Train a group to act as mentors/coaches to provide support
   a. Curriculum coaches
   b. Instructional content coordinators
   c. Assistant principals
   d. New Teacher Coordinators
4. Create a process for new hires to follow that will include a brief orientation with New Teacher Coordinators before they are released to campus.
5. Continue training new teachers on "best practices", but include a second training for second year teachers.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1**: Teachers need more rigorous and structured formats for mentorship from the administration/Instructional Services teams. **Root Cause**: The District does not have a uniform coaching and mentorship program with common tools to support teachers in the classroom.

**Problem Statement 2**: Not all teachers are performing at Proficient levels on the T-TESS rating system. **Root Cause**: Some teachers are ineffective, in-experienced or have changed content/grade levels.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

At the cornerstone of our instructional plan is the continued use of an aligned curriculum via the TEKS Resource System (TRS).  TRS is a partnership of many regional service centers, districts, and teachers to take the Texas State Curriculum, the TEKS, and enhance the objectives with lessons, a teaching flow, vocabulary, and assessments.  Currently, many school districts across the state, including many locally are using the curriculum product. The TRS curriculum is online based and continually being updated which requires frequent updates.   Coupled with a well aligned curriculum is an assessment of that curriculum or benchmarking program. The benchmarking program consists of two main initiatives – a well planned curriculum and assessments which check the mastery of that curriculum.  The TRS curriculum is a breakdown of every TEK that must be taught for every subject at every grade; the benchmarks are the assessments that evaluate the student achievement in the content.  The two act as a guide for teachers to reteach content that students did not master.  TRS allows teachers to follow the content that needs to be taught and the benchmark allows the teacher to see where students need assistance.  Considerable resources are utilized to review the scope and sequence. Ensuring that the curriculum in Clint ISD is aligned with TEA accountability and college and career readiness is also important and a strength.  Continuting to offer college readiness programs is vital to student success especially based on our high At-Risk population. The table below shows that Clint ISD instructional practices are showing great results for Index 4 Post Secondary Readiness.

| Campus | Index 4 | Rating |
|--------|---------|--------------|
| WDS | 35 | Met Standard |
| RSE | 37 | Met Standard |
| DHE | 45 | Met Standard |
| MVE | 31 | Met Standard |
| FME | 30 | Met Standard |
| CTW | 34 | Met Standard |
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| CECA | 96 | Met Standard |
| Clint ISD | 73 | Met Standard |

Two populations continue to be areas of growth for the District - Special Education and ELL's. These two populations have shown growth, but still need intensive instructional support.

**Curriculum, Instruction, and Assessment Strengths**

Clint ISD again had all campuses and the District meet the standards on Texas Education Agency accountability targets. Clint ISD has met the standard for every year since the program's inception. The District has far exceeded the state standard on Index 4 – Post Secondary Readiness with our campuses scoring on average – 20 points above the state standard. This is reflected in our students test scores, graduation rates and college programs.

The data is reviewed by each campus to ensure that we are providing targeted instruction at all levels to meet the needs of our students. In fact, Clint ISD didn't wait for the TEA data, but summarized the data with internal reports which were shared with all Clint ISD administration this summer. This data helps us to create our instructional programs, build our class schedules, assign teachers, and develop training plans across the District.

The Distinction Designations released by TEA indicate that 7 of the 14 campuses earned at least one distinction. Clint Junior High School earned five of seven possible distinctions. Clint High School and Horizon High School earned three of seven possible distinctions. Clint ISD Early College Academy and Ricardo Estrada Middle School earned two of seven possible distinctions. Mountain View High School earned one of seven possible distinctions. Red Sands Elementary earned one of six possible distinctions. The district did not earn the one possible distinction.

<u>**Elementary Schools Distinction Designations**</u>

*Red Sands Elementary* - 1 out of 6:  Academic Achievement in Science

<u>**Middle Schools Distinction Designations**</u>

*Clint Junior High School* - *5 out of 7:*  Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent Closing Performance Gaps, Postsecondary Readiness

*Ricardo Estrada Middle School* - 2 out of 7:  Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps,

<u>**High Schools Distinction Designations**</u>

*Clint High School* - 3 out of 7:  Academic Achievement in ELA/Reading, Top 25 Percent Closing Performance Gaps, Postsecondary Readiness

*Mountain View High School* - 1 out of 7:  Postsecondary Readiness

*Horizon High School* - 3 out of 7:  Academic Achievement in Mathematics, Academic Achievement in Social Studies, Postsecondary Readiness

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1**: System Safeguards were missed for SPED and ELL populations throughout the District **Root Cause**: Students continue to have gaps in their achievement even though gains were made for both populations

**Problem Statement 2**: At-Risk students need more opportunities to be academically successful **Root Cause**: Directed programs such as AVID need to be implemented across the District

# Family and Community Involvement

## Family and Community Involvement Summary

Clint ISD provides opportunities for parents to be involved in the educational process during the day, after-school, and during the evening. District-wide councils and groups advise and plan with the district administration to ensure that all stakeholders have a voice. One of the most widely shared tool that the district has implemented has been the use of the SKYWARD system which has a call out function as well as portal for students and parents to access information. The use of these tools to deliver information, send out important reminders, and have parents access student attendance and grade information keeps the community and parents well informed. Again in the Spring of 2017, District-wide Online Parent Portal was implemented to allow ease of access for parent through online pre-registration. Thorughout the spring and summer, parents were given access to the system and guided through the online pre-registration system.

During the 2016-2017 school year, the District implemented a program of customer service for our parents and our community. With the additiona of a dedicated person to address parent complaint, the District has been able to provide more customer service and an additional outlet for parents to dialogue about issues which impact our students. Last year, the new position of Director of Student Support, met with over 65 parents to discuss issues and gather ideas. These parent issues and suggestions were monitored and provided to campus administration. To ensure that issues are addressed at the campus, the Director of Student Support conducted training sessions with all District staff on customer service and implementing the new protocol - Treat every child like a VIP.

Other District programs which involve parents include:

- Parental Engagement Nights at all campuses
- Semester Parent Nights
- GT- Showcase Nights
- District Honor Band and Honor Choir programs
- Annual Community Nights
- District of Innovation Feederpattern public Hearings
- Superintendent's Parent Advisory Committee Meetings
- Twitter, Facebook, and Web interactive media
- Middle School Endorsement Nights
- Award Ceremonies
- Principal parent meetings and sessions
- Fairs and festivals
- other campus based parental programs.

## Family and Community Involvement Strengths

Each campus and the district hold a series of events to provide access first hand to campus processes. Open houses, family nights, parent-teacher conferences, programs, holiday programs and recognitions are just a few of the ways that Clint ISD connects with parents and the community. Specifically one worth district activity, the Superintendent's Scholars Fund, has raised money which was awarded to Clint ISD students in the form of scholarships, The continuation of the programs in the district as well as the others cited before are Family and Community. District-wide community nights also have provided a wealth of knowledge about a variety of topics for the community. The District also have many other initiaves to involved parents in the educational process. Communities in Schools (CIS) programs have been implemented at all campuses and a CIS social worker is staffed at each campus. The District also has a Superintendent's Advisory Council which meets regularly to gather information and hear the concerns of all stakeholders. This council is a two tiered group which is made up of students on one tier and parents on another. Input is gathers and used in the desision making process. Also, parents and students are involved in interview committees for campus administration, and area vital part of the District's Site Based Desision Making Committee.

To offer more support for students and campuses, the District will continue to implement the Communities In School (CIS) model and allocate funding for a CIS staff member at each campus. The CIS program provides the following supports:

- **Academic support**, including tutoring and extended learning time
- **College and career readiness**, including pre-employment preparation
- **Enrichment activities**, including mentoring
- **Health and human services**, including mental health and basic needs
- **Parent and family involvement**, including home visits
- **Supportive guidance and counseling**, including character building and anti-bullying support.

# District Context and Organization

**District Context and Organization Summary**

Clint ISD uses surveys, campus committees, and focus groups to identify needs and develop plans for addressing those needs. Clint ISD's administration works collaboratively with the campus administration to focus decisions on the Title I School-wide Program. Teacher input is solicited via networks and focus groups and shared with the leadership teams. Each campus is tasked with reviewing their needs via the data analysis and by developing their own plan to address their needs in alignment with district resources and initiatives. The challenge becomes coming to consensus between all of the groups and stakeholders to address the needs of the students to continue their growth and academic success. Furthermore, the Cabinet, surveyed campus administration to gather information about ways to improve.

During 2016-2017, the District appointed a District Advisory Committee to create a plan under the District of Innovation guidelines. The District Advisory Committee created the District of Innovation Plan to ensure the District can meet its vision and goals in addition to the areas on the state's accountability standards, enhance opportunities for students, and create additional supports for them as well. The plan that follows was developed to support innovation and initiatives that benefit students, staff, parents, and the broader community.

On March 22, 2017, a Public Hearing was held during the regularly scheduled Clint ISD Board meeting to consider whether or not Clint ISD should develop a plan for designation as a District of Innovation. With the support of the Board and Superintendent, the District Advisory Committee was formed and appointed at the April 20, 2017 Board of Trustees meeting. The members were comprised of stakeholders from across the district and community. The Committee met throughout May 2017 to discuss the components of this DOI plan and sought input from the campuses throughout the process.

During the Committee's planning sessions, the items that members wished to see reflected in the plan were categorized into the following areas:

- Innovative Curriculum
- Instructional Methods
- Teacher Appraisal
- Parental Involvement for support  to include areas such as Attendance Recovery

The following exemptions were sought to assist the District and the orgranization with meeting our vision and goal.

1. First Day of Instruction - §25.0811
2. Professional Development - §21.452 and §21.458
3. Minimum Attendance for Class Credit or Final Grade - §25.092
4. Student/Teacher Ratios and Class Size - §25.112, §25.113
5. Teacher Appraisal -  §21.352

The committee approved to unanimously adopt the District of Innovation plan an exemptions on May 23, 2017 and the Board of Trustees approved the plan

on July 20, 2017.

For the stafety and suppor of our campuses, Clint ISD and the El Paso County Sheriff's Office have participated in a grant funded through the U.S. Department of Justice, Office of Community Oriented Policing Services **(COPS)**. The grant has enabled Clint ISD to have law enforcement officers take an active role in providing a law enforcement presence at our schools. Clint ISD annually funded a portion of the Sheriff's salary and the grant funded the rest. The SRO's have been an active force in ensuring the safety of our students/staff and have also performed outside their traditional role by conducting classroom presentations on a variety of subject matters. The officers also assist with donations for our Communities in Schools program, as well as counsel students and work with parents to support their parenting skills. The District SRO's have presented to our students the following presentations:

- The effects of drugs and alcohol
- Bullying and cyberbullying
- Internet safety
- Sexting
- Dating violence
- Assaults
- Stranger danger (for elementary students).

**District Context and Organization Strengths**

In 2016-2017 Clint ISD implemented the following programs to enhance the climate and culture of our district for our students. Many of these initiatives were developed at the campus level through the use of the Campus Faculty Advisory Committee. These committees help to shapre the culture of the campus as a vehicle for staff to bring out concerns and offer solutions.

The chart below reflects programs offered throughout the District.

| Student Achievement, Student Progress and Closing Student Achievement Gaps | Postsecondary Readiness | Fine Arts/21st Learning |
|---|---|---|
| In-School Tutoring | Attendance Data Wall | All students with Chromebooks |
| Saturday school Tutoring | Perfect Attendance Awards | IPads for K-2 |
| After-School tutoring | Attendance Incentives | Laptops 3-12 |
| Clubs (reading, math, homework etc.) | Attendance Committee | Family Engagements Nights |
| Jump start summer school - August Intervention Program | Parent Breakfast for perfect attendance | Beginning of Year Orientation Nights |
| English Language Development time | Attendance Daily Tracking | CIS outreach program |
| Intervention time | Mentoring Program | Google Classroom |
| ELT (Extended Learning Time) | Response to Intervention - One-on-one student interventions | Dance Program in All Feeder Patterns |
| Response to Intervention - One-on-one student interventions | Endorsement Nights | Choir in All Feeder Patterns |
| Professional Learning Communities - Student data review and planning | Countdown to Zero - Student Graduation Program | District Honor Band |
| Campus Based Leadership Team (Vertical Alignment) | College Readiness Facilitators | Parental Engagement Program District-wide |
| Positive Behavior Intervention Support initiatives | SAT Testing for Students | Parental Engagement on a monthly basis |
| Read/Write software and training for all students and teachers | Expanded Dual Credit | Gifted and Talented Expose and Showcase |
| 1:1 initiative - Mobile Devices for All Students | Masters for the Future for Dual Credit Teachers | District Community Nights |
| Targeted Programs for Reading Intervention | Advanced Placement Course Offerings | Targeted Reading Intervention Software ISTATION |
| Data Walls at All Campuses | CTE Programs - Health Science Professions | |
| Walk-throughs and debriefs for teacher growth | CTE Programs - VET Tech Program | |
| Teacher Talks | CTE Programs - Electrical Trades | • Accelerated Reader |
| Coaching Model for Increased Rigor in the Classrooms | CTE Programs - Firefighting Program | • Balanced literacy |
| Instructional Rounds | SAT Word of the Day | • Reading Progress TRACKING |
| Grade level Tier level goals | Communities In Schools -  Staff for at risk students | • Achieve 3000 • Imagine Learning • I-Read |
| District Level Instructional Support | | |
| New Teacher Mentors | | |

# Technology

## Technology Summary

During the 2016-2017 school year, each student was given their own mobile device and teachers were trained in various aspects of using those devices in the classroom to connect to students. Evaluation of the current practices and implementation of programs such as the Google Classroom and reading intervention strategies help guide the committee. In the four core areas, innovative curriculum will continue to be adopted. Students will continue to build background knowledge with planned activities such as robotics, Science Stratoshpere, Career and Tech virtual learning, and other online resources.

The 2015 Bond will also allow for a 21st Century learning focus through new construction at W.D. Surratt, C.T. Welch Elementary, Horizon High School, and Mountain View High with a 21st Century Learning focus. The District, through the District of Innovation Plan, will continue to research, adopt and implement innovative curriculum and teaching strategies which will align with the 21st Century Learning movement.

## Technology Strengths

Clint ISD is dedicated to creating a learning environment which will enable our students to be successful in the 21st Century. Infusing technology in the day-to-day instruction is critical as access to technology opens the world of knowledge to students and extends their learning beyond the walls of the classroom. Use of technology as a teaching tool is a progressive, cutting-edge pedagogical approach to improve student achievement and growth. The District's administration set specific goals for technology usage in the classroom which include:

- Provide anytime access to technology for students while at our facilities
- Enhance learning experiences through a wide-range of technology activities
- Develop and promote digitally responsible citizens
- Extend guided, academic learning beyond the classroom.

Creating a 21st Century Environment enables our district to develop learning beyond the walls of the classroom through the following:

- Instant access to resources
- Tutorials at home to help with assignments
- Posting additional resources to promote in-depth study
- Access to content through Google classroom
- Teacher/shared-staff opportunities to collaborate on lessons
- Parent and Community Training Sessions
- Expanding Wi-Fi Access Zones and Bus Access.

Furthermore, the Board of Trustees has approved new classroom additions which will have a construction configuration designed for 21$^{st}$ Century Learning. These additions will have moveable walls, expanded student stations, and non-traditional learning venues. The furniture in these additions will also use innovative student desk configurations and state-of-the-art interactive media equipment. The following devices were distrubed to students in 2016-2017.

| Type of Device | I-Pads Grades PK-K | Chromebooks Grades 1-11 | Laptops Grade 12 | Total Devices |
|---|---|---|---|---|
| Grand Total | 758 | 9,412 | 766 | 11,522 |

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

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

**Student Data: Student Groups**

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

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

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

# Goals

## Goal 1: The District will be a model of high standards for student academic excellence.

**Performance Objective 1:** The district will monitor and support the alignment of the TRS curriculum and instruction to improve student performance.

**Evaluation Data Source(s) 1:** All district level student performance targets will improve by 5% for all tested levels.

**Summative Evaluation 1:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **System Safeguard Strategy** **Critical Success Factors** CSF 1 <br> 1) The district and campus administration will attend and support the campus instructional planning process to ensure utilization of the TEKS Resource System (TRS). | | Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches | Curriculum based assessments, common assessments, Istation, DRA, STAAR and TELPAS results | ◕ | ◕ | | |
| | | Funding Sources: 199 GENERAL FUND - $50,000.00 | | | | | |
| 2) The district will provide ongoing training on planning with IFD and YAG in content areas for teachers and campus leadership. | | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | ◕ | ◔ | | |
| 3) The district instructional coordinators will monitor campus level TEKS Academies/ PLC's to ensure rigor required for instruction in all content areas. | | C&I Instructional Staff | Training dates, sign-in sheets, classroom observations, agendas, artifacts: student work | ◕ | ◔ | | |
| 4) The district will adopt and/or purchase instructional materials and supplies that align to the curriculum and support district initiatives in Math, Science, Social Studies, and ELAR. <br> The district will provide transportation for Robotics Competitions. | | Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches, Teachers | Meeting agendas, sign-in sheets, purchase orders, instructional material allotment (IMA) artifacts, new adoption artifacts, library inventories, activity reporting forms, Family Nights, Robotics competition, student participation and involvement, New Teacher Center supplies. | ◑ | ◕ | | |
| | | Funding Sources: 211 ESEA, TI A IMP - $30,000.00, 410 IMA - $0.00, 199 GENERAL FUND - $2,000.00, 263 ESEA, TIII LEP - $0.00, 255 ESEA, TIIA,TPTR - $0.00, 281 Title IV, Part A SSAEP - $18,373.00 | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5) The district will develop CBA's in order to progress monitor the student's academic growth and curriculum alignment in all core content areas. | | Campus administration, Teachers, Curriculum and Instruction, Curriculum Coaches | CBA development documents, Eduphoria-Aware, data dialogues | | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | |
| 6) The District will ensure that CBA's are printed and disemminated to all campuses following the CBA assessment schedule | | Instructional Services Curriculum Coaches | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | | | |
| Funding Sources: 211 ESEA, TI A IMP - $100,000.00 | | | | | | |
| 7) The district will provide accelerated instruction for students to allow them to gain, recover, acquire and/or verify credits through the use of non-traditional means. | 9 | Curriculum and Instruction, Campus Administration, Counselors | Completion rate, graduation rate | | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 199 GENERAL FUND - $0.00 | | | | | | |
| **System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 8) The district will monitor the implementation of student level interventions through RtI and monthly principal meetings. | 9 | Curriculum and Instruction, Office of Academics and Compliance, campus administration, curriculum coaches | Meeting agendas, Skyward RtI data | | | |
| 9) The district will ensure campuses utilize data derived from CBA's, common assessments, and intervention programs to guide and improve teaching and learning. | 9 | Curriculum and Instruction, Campus Administration, Curriculum Coaches | Istation, Think Through Math, LLI Data, Imagination Learning reports, Eduphoria, iRead Reports, STAR 360 Data | | | |
| Funding Sources: 211 ESEA, TI A IMP - $22,000.00 | | | | | | |
| 10) The district will provide opportunities for teachers and campus administrators to attend vertical alignment meetings offered once every grading period to discuss curriculum alignment in the TEKS, the process standards and share best practice strategies. | | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | | | |
| 11) The district will monitor classroom rigor and alignment of instruction during the academic school year to include summer school programs. | | Curriculum and Instruction, Campus Administration, Curriculum Coaches | Eduphoria walkthrough data, common assessments, Istation, Think Through Math, STAAR and TELPAS results, lesson plans | | | |
| 12) The district will provide additional resources and material to campuses district-wide. | | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | | | |
| Funding Sources: 211 ESEA, TI A IMP - $5,000.00, 199 GENERAL FUND - $0.00, 263 ESEA, TIII LEP - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |

| Strategy | | Staff Responsible for Monitoring | Evidence that Demonstrates Success | | | | |
|---|---|---|---|---|---|---|---|
| 13) Provide funding for supplemental technology equipment, audio visual equipment, and software to align with District initiatives. | | Instructional Services & Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY, DRA, Summative : STAAR, IDEL, TELPAS, PBM | 🟠 | 🟠 | | |
| Funding Sources: 211 ESEA, TI A IMP - $10,000.00, 199 GENERAL FUND - $30,000.00, 263 ESEA, TIII LEP - $0.00 | | | | | | | |
| 14) Provide material and resources for summer accelerated instruction programs. | | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY, DRA, Summative : STAAR, IDEL, TELPAS, PBM | ⚪ | 🟠 | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 199 GENERAL FUND - $0.00 | | | | | | | |
| 15) The district will monitor and purchase campus instructional resources and textbooks to ensure that they are aligned with district initiatives. | | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | 🟠 | 🟠 | | |
| Funding Sources: 263 ESEA, TIII LEP - $4,600.00, 410 IMA - $20,000.00 | | | | | | | |
| 16) The district will conduct post CBA analysis meetings (Data Digs) to examine CBA results and develop strategies to address low preforming student expectations. | 8 | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | 🟠 | 🟠 | | |
| 17) The district will provide mentoring for instruction and provide support to address concerns by dedicating staff to mentor new teachers. | 5 | Instructional Services, Campus Administration, Mentor Coordinators | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | 🟠 | 🟠 | | |
| Funding Sources: 255 ESEA, TIIA,TPTR - $85,000.00 | | | | | | | |
| 18) The district and campus administration will conduct classroom walkthroughs to ensure the implementation of professional development strategies and will provide support to strengthen the implementation of professional development as needed. | | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | 🟠 | 🟠 | | |
| 19) The district and campus administration will ensure the implementation of Performance Assessments in core content areas and provide professional development and support to maximize student learning. | 9 | Instructional Services, Campus Administration | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM | 🟠 | | | |
| 20) The district will provide Pre-Kindergarten instruction to students, who reside within the boundaries of Clint ISD, to prepare children transitioning into Kindergarten. | 7 | Curriculum and Instruction, Campus Administrators, Counselors | Class rosters, attendance reports, Istation data, CIRCLE program assessments | ✔️ | ✔️ | ✔️ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 21) The district will develop digital nine week assessments aligned with the Triumph Targets for K-2. | | Elementary Instructional Coordinators | Formative: ISTATION Summative: ISTATION and end of year assessments | ✔️ | ✔️ | ✔️ | |
| 22) The district will provide ELAR instructional targets, resources, and materials to support student learning. | | Elementary Instructional Coordinators | FORMATIVE & SUMMATIVE: ISTATION & Triumph Targets | 🟠 | | | |
| Funding Sources: 199 GENERAL FUND - $20,000.00, 211 ESEA, TI A IMP - $20,000.00 | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 23) The district will provide vision services (exam & single vision glasses) to children in schoolwide campuses that are not insured. The vision services will assist children to do better in school and achieve academic success. | | Federal Programs Director Nurses | Referral Forms Sign In Sheets Appointment Forms Parent Consent Forms Phone and Contact Logs | ◔ | | | | |
| Funding Sources: 211 ESEA, TI A IMP - $3,100.00 | | | | | | | | |
| 24) Pregnancy Related Services (PRS) Itinerary Teacher will provide academic support and other services to students in homebound at home or in some cases in other places other than the home. The teacher will work with students after working hours when the amount of students to be served increases to four or more in a semester. | | Federal Programs Director PRS Itinerary Teacher | Sign In Sheets Appointment Calendar Consent Forms Phone and Contact Logs Student Progress Reports Other (Physician Notes) | ◔ | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $5,000.00 | | | | | | | | |
| 25) The district will hold the annual and ongoing consultation meetings with eligible Private Non Profit Schools wishing to participate in the Title I programs and services. A set-aside for providing services to students attending PNPs has been budgeted. During the 2016-2017 school year, St. Pius X Catholic School is participating for services. The student(s) residing in the Clint ISD boundaries and are attending the PNP are eligible to receive instructional services. The PNP has chosen to use the I-Station software for literacy and reading comprehension in 1st and 4th grade. Resources will ONLY be used by students residing in the Clint ISD and are enrolled at St. Pius. | | Federal Programs Director Federal Programs Specialist | Affirmation of Consultation Purchase Requisition Email Communication Sign In Sheets of meetings Phone and Contact Logs Annual Inventory of Materials at PNP | ✓ | ✓ | ✓ | → | |
| | | Funding Sources: 211 ESEA, TI A IMP - $422.00 | | | | | | |
| 26) The District has set aside a reservation from Title I, Part A to provide a Summer School program during the 2017-2018 school year. Summer school will be offered in the content areas as follows: Math, Reading, End of Course Remediation and other identified core subject areas. Activity will be conducted in the summer months. | 2, 9 | Federal Programs Director Elementary/Secondary Curriculum and Instruction Department Assistant Superintendents Chief Financial Officer Principals | Student Progress Reports Attendance Sheets Employee Timesheet Program Timeline/Schedule | ◔ | ◔ | | | |
| Funding Sources: 211 ESEA, TI A IMP - $236,982.00 | | | | | | | | |

✓ = Accomplished   → = Continue/Modify   ◔ = Considerable   ◔ = Some Progress   ● = No Progress   ✗ = Discontinue

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 2:** The District will provide professional development to meet the academic needs and reduce the performance gap among all student groups by the end of the 2017-2018 academic school year.

**Evaluation Data Source(s) 2:** Performance gaps among all student groups will be closed as evidenced on Index 2 and from data on state mandated assessments.

**Summative Evaluation 2:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | Summative |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | |
| | | | | Nov | Feb | Apr | June |
| 1) The district and campuses will provide researched-based professional development for all staff. | 4 | Curriculum and Instruction Campus Administration Curriculum Coaches District Level Personnel | Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS, OLPT, Norm-Reference Test, Purchase Orders, New Teacher Center, IRead, System 44 | ◑ | ◑ | | |
| Funding Sources: 211 ESEA, TI A IMP - $35,059.60, 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $120,400.00, 263 ESEA, TIII LEP - $0.00, 244 VOC ED BASIC GRANT - $0.00 | | | | | | | |
| **System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 2) The district will provide teachers/staff with training in differentiated instruction for all student groups. | 4 | Assistant Superintendents of C & I, Instructional Coordinators | Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS. | ◑ | ◑ | | |
| Funding Sources: 199 GENERAL FUND - $0.00, 211 ESEA, TI A IMP - $0.00, 263 ESEA, TIII LEP - $0.00 | | | | | | | |
| 3) The district will provide ongoing professional development on the TEKS Resource System to improve and align instruction to teachers and campus administration. | 4 | Assistant Superintendents of C & I, Instructional Coordinators | Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS | ◑ | ◑ | | |
| Funding Sources: 410 IMA - $0.00, 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| 4) The district will provide opportunities for GT training. | | Advanced Academics Coordinator | Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS. | ◑ | ◑ | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5) The district will provide/attend professional development for new teachers to the district and staff. | 4 | Assistant Superintendents of C & I Office of Academics and Compliance | Sign in sheets, certificates of completion, agendas | ◕ | ◕ | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 255 ESEA, TIIA,TPTR - $35,000.00, 199 GENERAL FUND - $2,000.00 | | | | | | |
| 6) The district will provide a mentorship program for new teachers. | 4 | Curriculum & Instruction | Sign in sheets, certificates of completion, agendas | ◕ | ◕ | |
| Funding Sources: 255 ESEA, TIIA,TPTR - $0.00, 211 ESEA, TI A IMP - $0.00 | | | | | | |
| **System Safeguard Strategy** 7) The district will provide/attend professional development on ARD, Section 504, SPED, and LPAC procedures. | | Director of Student Academic Support, Bilingual, ESL, Special Education | Sign in sheets, certificates of completion, agendas, ARD/504 documentation, IEPs, LPAC minutes | ◕ | ✔ | ✔ |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | |
| 8) The district will provide opportunities for staff to attend professional development with the intent to bring strategies back to district personnel. | 4 | Assistant Superintendents of C & I | Training dates, certificates of completion, agendas | ◕ | ◕ | |
| Funding Sources: 211 ESEA, TI A IMP - $12,000.00, 244 VOC ED BASIC GRANT - $0.00, 263 ESEA, TIII LEP - $0.00, 255 ESEA, TIIA,TPTR - $5,000.00, 199 GENERAL FUND - $5,000.00 | | | | | | |
| 9) The district will provide academies for all content areas to train teachers in the rigor of TEKS, Process Standards, STAAR, and state mandated assessments. | | Instructional Services | Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, AYP, STAAR M, Alt, STAAR, PBM | ◕ | ◕ | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 199 GENERAL FUND - $0.00 | | | | | | |
| 10) District personnel will attend academies/conferences to learn more about instructional leadership, budget and finance, and professional ethics. | | Assistant Superintendents of C & I and Campus Administrators | Formative:New Teacher retention rates, surveys, Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, AYP, STAAR M, Alt,, STAAR PBM | ◕ | ◕ | |
| Funding Sources: 255 ESEA, TIIA,TPTR - $1,300.00, 199 GENERAL FUND - $2,000.00, 211 ESEA, TI A IMP - $2,000.00 | | | | | | |
| 11) District staff will provide/attend professional development in the following areas to enhance instruction district-wide: Math, Science, Social Studies, ELA/Reading, ELA strategies for ELL's | 4 | Instructional Services | Formative:New Teacher retention rates, surveys, Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, AYP, STAAR M, Alt,, STAAR PBM | ◕ | ◕ | |
| Funding Sources: 199 GENERAL FUND - $4,000.00, 211 ESEA, TI A IMP - $10,000.00, 263 ESEA, TIII LEP - $0.00, 255 ESEA, TIIA,TPTR - $5,000.00 | | | | | | |
| 12) District personnel will attend professional development conferences to learn more about best instructional practices and skills to increase student performance in core content areas. | | Instructional Services | Formative:New Teacher retention rates, surveys, Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, AYP, STAAR M, Alt,, STAAR PBM | ◕ | ◕ | |
| Funding Sources: 199 GENERAL FUND - $2,500.00, 211 ESEA, TI A IMP - $11,000.00 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 13) The district will provide professional development in the components of the elementary district frameworks. | | Elementary Instructional Coordinators | Sign in sheets, agendas, lesson plans, walkthroughs, student work | ◕ | | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| **System Safeguard Strategy** **Critical Success Factors** CSF 1 14) The district and campus administration will ensure the support and resources for writing programs to increase student success in written expression for the STAAR. The District will also implement a writing program in grades 6th through 10th to align the curriuclum. | | Instructional Services, Campus Administration | Formative: Unit Assessments, Walkthroughs, CBA's, STAAR data | ◕ | ◕ | | |
| | | Funding Sources: 211 ESEA, TI A IMP - $65,000.00, 199 GENERAL FUND - $0.00 | | | | | |
| 15) The district will provide training and coaching on the Google classroom initiative and one-to-one initiative. | 2 | Assistant Superintendents of Curriculum and Instruction, Instructional and Technology Coordinators | FORMATIVE: Teacher sign-ins and logs, pre & post tests, CBAs SUMMATIVE: STAAR scores, | ◕ | ◕ | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 255 ESEA, TIIA,TPTR - $0.00, 410 IMA - $0.00 | | | | | | | |
| **System Safeguard Strategy** 16) Implement the New Teacher Center Program to train staff on how to coach, mentor and provide feedback to ensure teachers are effective in the classrooms | 1, 3 | Elementary Mentor Coordinator Secondary Mentor Coordinator Curriculum Coaches Campus Administration | Training Sing-in sheets Observation Summaries Training handouts Teacher Walkthrough data | ◕ | ◕ | | |
| Funding Sources: 255 ESEA, TIIA,TPTR - $85,000.00 | | | | | | | |

✔ = Accomplished  ➡ = Continue/Modify  ◕ = Considerable  ◗ = Some Progress  ⬤ = No Progress  ✖ = Discontinue

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 3:** The District will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among student groups (ELLs and Special Education) by the end of the 2017-2018 school year.

**Evaluation Data Source(s) 3:** Student performance will be measured by STARR assessments, TELPAS, College Readiness Exams and will decrease the performance gap by at least 3%.

**Summative Evaluation 3:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The district will provide training for all LPAC Administrators, secondary counselors and diagnosticians at the beginning (identification and placement), middle (testing decisions), end of year (exiting), and monthly to disseminate information and updates | | Coordinators of Bilingual/ESL, LPAC Administrators | Sign-In Sheets, Agendas, training materials, oaths | ✓ | ✓ | ✓ | |
| | | Funding Sources: 199 GENERAL FUND - $0.00 | | | | | |
| 2) The district will ensure LPAC administrators are providing LPAC training for their staff at the beginning of the year. | | Coordinators of Bilingual/ESL, LPAC Administrators | Sign-In Sheets, Agendas, training materials, oaths | ✓ | ✓ | ✓ | |
| | | Funding Sources: 199 GENERAL FUND - $0.00 | | | | | |
| 3) The district will ensure that each campus LPAC administrator holds monthly meetings to accurately identify, place, serve and monitor all ELL students effectively. | | Coordinators of Bilingual/ESL, LPAC administrators | LPAC minutes, LPAC agendas, LPAC monitoring sheets. Accurate submission to PEIMS for snapshot. | ◔ | | | |
| | | Funding Sources: 199 GENERAL FUND - $0.00 | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 7<br><br>4) The district will provide training for all Bilingual Teachers in the use and implementation of the transitional early exit model. | | Curriculum and Instruction, Coordinator of Bilingual | Sign-In Sheets, Agendas, training materials, lesson plans, walkthroughs, PDAS observations | ◔ | | | |
| | | Funding Sources: 211 ESEA, TI A IMP - $0.00, 263 ESEA, TIII LEP - $0.00, 199 GENERAL FUND - $0.00 | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1 CSF 7<br>5) The district will offer training and support of English Language Proficiency Standards (ELPS) to all content teachers to increase overall student passing rates for ELL's served, denials, and exited students. | | Curriculum and Instruction, Coordinators of Bilingual/ESL | Sign-in-sheets, agendas, training materials and resources and lesson plans.<br>Increase of use of ELPS in core content areas and lesson plans. Increase in state assessment scores in all content core subjects. | | | | |
| | Funding Sources: 211 ESEA, TI A IMP - $63,000.00, 263 ESEA, TIII LEP - $12,000.00, 199 GENERAL FUND - $0.00 | | | | | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 7<br>6) The district will ensure the use of the English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students. | | Curriculum and Instruction, Coordinators of Bilingual/ESL Campus Administration Curriculum Coaches | Lesson plans, walkthroughs, PDAS observations. Increased passing rate for ELL students on state assessments. | | | | |
| 7) The district will develop, train, and coordinate the Language Acquisition Summer Institute for incoming Kindergarten and First grade students in need of linguistic support. | | Coordinator of Bilingual | Lesson plans, sign-in-sheets, student attendance rosters, progress monitoring sheets.<br>Increase in language proficiency for each student by domain in TELPAS scores and OLPT scores.<br>Increase in federal accountability systems. | | | | |
| | Funding Sources: 211 ESEA, TI A IMP - $0.00, 199 GENERAL FUND - $0.00, 263 ESEA, TIII LEP - $0.00 | | | | | | |
| 8) The district will ensure that campuses are implementing the transitional early exit model across grade levels. | | Curriculum and Instruction, Coordinator of Bilingual, Campus Administration, Curriculum Coaches | Lesson plans, LPAC progress monitoring sheets, walkthroughs, PDAS observations, student artifacts | | | | |
| **System Safeguard Strategy**<br>9) The district will provide scientifically research-based supplemental resources, equipment and materials for instruction and/or intervention for ELL students in the entire core curriculum. | | Curriculum and Instruction Coordinators of Bilingual/ESL | Scientifically research-based literature on specific programs; purchase orders; approved vendor list; agenda and sign-in-sheets of professional development where materials were used.<br>Grades, state assessments, benchmarks | | | | |
| | Funding Sources: 211 ESEA, TI A IMP - $0.00, 199 GENERAL FUND - $0.00, 263 ESEA, TIII LEP - $216,000.00 | | | | | | |
| **System Safeguard Strategy**<br>10) The District will implement a program for elementary and secondary ELL students which it provides English Language Development strategies for teachers. | 1 | | | | | | |
| | Funding Sources: 263 ESEA, TIII LEP - $100,000.00 | | | | | | |
| 11) The district will provide a Pre K-12 parental sessions for parents/guardians of ELL students. | | Coordinators of Bilingual/ESL Campus Administrator | Sign-in-sheets, agendas, training materials and resources and lesson plans. | | | | |
| | Funding Sources: 199 GENERAL FUND - $0.00, 263 ESEA, TIII LEP - $0.00, 211 ESEA, TI A IMP - $0.00 | | | | | | |

| Strategy | | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| 12) The District will utilize the LUCHA program to identify credits and coursework and evaluate transcripts for all ESL students from other countries to ensure the consistency of correct grade level placement. | | Coordinator of ESL Campus Administrator Counselors College Readiness Facilitators Advanced Academics Coordinator | Emails, students grade level placement | ◕ | ◕ | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 13) The district will provide training for staff on the special education ARD process. | | Special Education Department | Sign-In Sheets Agendas ARD documentation | ✓ | ✓ | ✓ | |
| **System Safeguard Strategy** **Critical Success Factors** CSF 7 14) The district will conduct feeder pattern meetings for special education and ELL teachers to analyze data, evaluate strategies, and monitor student progress. | 8 | Special Education Coordinators, Bilingual and ESL Coordinators | Agendas Sign-In Sheets | ◕ | ◕ | | |
| 15) The district will provide opportunities for special education teachers to meet and collaborate with others in the same specialized area to analyze data and discuss instructional strategies. | | SPED Department, Instructional Services | Classroom observations, student artifacts, sign in sheets, agendas | ◕ | ◕ | | |
| **System Safeguard Strategy** **Critical Success Factors** CSF 2 16) The district will analyze data to monitor student academic growth for students receiving special education services. | | Special Education Coordinators | Completed SEPM Packet | ◕ | ◕ | | |
| 17) The district will assist and monitor campus SSI Interventions for all students (Between first and second administration). | | Special Education Department and Coordinators, Curriculum and Instruction | Classroom observations, student artifacts, sign in sheets, agendas | ○ | ○ | | |
| **System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 18) The district will ensure campuses are progress monitoring LEP served, first year and second year students every nine weeks. | | Coordinators of Bilingual/ESL Campus Administrators | LPAC progress monitoring forms, LPAC minutes, agendas, sign-in-sheets | ◔ | | | |

| | | | | |
|---|---|---|---|---|
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 1<br><br>19) The district will provide support on inclusive practices and strategies for both special education and general education teachers. | | SPED Department, Instructional Services | STAAR Scores Student achievement records Eduphoria data | 🟠 🟠 |
| | | Funding Sources: 211 ESEA, TI A IMP - $2,000.00 | | |
| **System Safeguard Strategy**<br>**Critical Success Factors**<br>CSF 4<br><br>20) The District will monitor all inclusions teacher schedules and review logs to ensure that students are supported in the classroom. Monitoring will occur after each grading periods. | | SPED Director, Assistant Director and Instructional Services | Inclusion Logs<br>Master Schedules<br>Classroom Observations | 🟠 🟠 |

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**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 4:** The District will provide students opportunities to be college and career ready throughout the 2017-2018 school year.

**Evaluation Data Source(s) 4:** Student enrollment and completion will increase in AP, DC, CTE courses as evidence on the State Accountability reports for Index 2, 3 and 4.

**Summative Evaluation 4:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The district will ensure campuses provide test preparation and opportunities for students to take college entrance exams (SAT/TSI). | | Instructional Services | STAAR Scores, TSI Exams, PSAT/ACT/SAT, ReadiSTEP | ◕ | ◕ | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 2) Provide Dual Credit and AP resources for students to be successful. | | Secondary Instruction, Campus Administration | Purchase Orders, | ✔ | ✔ | ✔ | |
| Funding Sources: 410 IMA - $400,000.00 | | | | | | | |
| 3) The district will monitor that high schools offer dual credit courses through El Paso Community College. | | Campuses and Instructional Services | Master schedules, Skyward | ✔ | ✔ | ✔ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 4) The district will ensure secondary campuses offer Pre-Advanced and Advanced Academic courses and ensure that 5th grade students are identified for middle school courses. | | Campuses and Instructional Services | Master schedules, Skyward | ◕ | ◕ | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 5) The district will monitor that all high schools inform parents and students of higher education and financial aid opportunities and require all seniors to complete the FAFSA | | Advanced Academics Coordinator, College Readiness Facilitators | Sign in sheets Student scholarship summary FAFSA Reports | ◕ | ◕ | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) The counselors and/or college readiness facilitators will educate students on how to investigate a college of their choice.<br>They will also assist with:<br>college admissions<br>financial aid opportunities<br>Texas grant program opportunities<br>counseling services to enroll in the appropriate high school courses | | Campus Administration College Readiness Facilitators, Counselors, Advanced Academics Coordinator | Completed college applications<br>Student sign in sheets<br>Student scholarship summary<br>College fair sign-in sheets | (partial) | (partial) | | |
| 7) The district will support middle school campuses in promoting enrollment at the Clint Early College Academy. | | Campus Administration | CECA enrollment | (partial) | (partial) | | |
| 8) The district will utilize the Clint Early College Academy as a laboratory for campuses to observe college instructional practices . | 2 | Campus Administration and Secondary Instruction | Classroom Observations | (partial) | ✔ | ✔ | |
| 9) The district will promote opportunities for teachers to be trained for AP and Pre-AP courses. | | Campus Administration Instructional Services | Certificates of Completion | (none) | (partial) | | |
| Funding Sources: 255 ESEA, TIIA,TPTR - $4,500.00 | | | | | | | |
| 10) The district will ensure high school campuses will offer college prep classes in ELA and Math. | | Campus Administration Instructional Services | Decrease in number of students taking post-secondary remedial courses | ✔ | ✔ | ✔ | |
| Funding Sources: 199 GENERAL FUND - $0.00, 410 IMA - $0.00 | | | | | | | |
| 11) The district will ensure middle school campuses review career options & CTE programs with students for the purpose of placement into the selected CTE pathway. | | Campus Administration Counselors Instructional Services | CTE Career Path Survey Results | (partial) | (partial) | | |
| 12) The district will encourage and support high school campuses to provide options for students in need of graduation and accelerated instruction through credit attainment. | | Campus Administration Instructional Services | Credit Recovery report (Annual) | (partial) | (partial) | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 199 GENERAL FUND - $0.00 | | | | | | | |
| 13) All high schools will inform parents and students of higher education and financial opportunities and the TEXAS & Teach for Texas grant programs | | Campus Administration, Advanced Academics Coordinator, College Readiness Facilitators | Student sign in sheets Student scholarship summary | (partial) | ✔ | ✔ | |
| 14) The district will promote CTE programs and best practices for the district. | | Campus Administration Instructional Services | CTAT membership(s) | (partial) | (partial) | | |
| Funding Sources: 244 VOC ED BASIC GRANT - $200.00 | | | | | | | |

| 15) The District will encourage staff to obtain their masters or complete 18 hours towards their content areas in order to be credentialed with El Paso Community College | 3 | Secondary Instruction | Masters Enrollment<br>EPCC credentialing reports<br>Master Schedules | | |
|---|---|---|---|---|---|
| Funding Sources: 498 CREED Foundation - $25,000.00, 255 ESEA, TIIA,TPTR - $27,500.00 | | | | | |
| 16) CISD will initiate the implementation of AVID to prepare students to develop the skills needed to pass and excel at the state assessments and prepare to successfully participate in advanced level classes such as AP and Dual Credit | 1 | Advanced Academic Coordinator | CCI(AVID Document) Improved Grades. | | |
| Funding Sources: 211 ESEA, TI A IMP - $10,000.00 | | | | | |

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**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 5:** The District will provide opportunities for Homeless Students to be academically successful and complete all academic requirements for graduation.

**Evaluation Data Source(s) 5:** The District will offer supplemental social and academic support to identified students.

**Summative Evaluation 5:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The District Homeless Liaison and Parental Involvement Specialist will work collaboratively with campus personnel to ensure homeless students are on track with attendance, grades, tutoring, high school credits and post high school education. | 1, 9 | Federal Programs Director / Homeless Liaison; Parental Involvement Specialist; Counselors | Student follow-up report; Credit recovery student assessment form | | | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| 2) The District Homeless Liaison and Parental Involvement Specialist will provide intervention activities/programs (official identification documents, school supplies, reading materials, testing resources, emergency basic needs supplies, emergency clothing/uniforms, blankets and emergency food for students), to provide opportunities for the homeless students to be academically successful. | 2, 9 | Federal Programs Director / Homeless Liaison; Social Services Specialist | Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates. | | | | |
| Funding Sources: 206 TEXSHEP - $7,460.00 | | | | | | | |
| 3) The District will provide a Homeless Liaison along with a Parent Involvement Specialist to assist in identifying the needs of identified homeless students and monitor the student's academic progress and provide the supplemental social support services during the school year. | 2, 9 | Federal Programs Director / Homeless Liaison; Parental Involvement Specialist | TEXSHEP Mid-Year and End of Year Reports; Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates. | | | | |
| Funding Sources: 211 ESEA, TI A IMP - $47,778.70, 206 TEXSHEP - $0.00 | | | | | | | |

| 4) Identified students will be provided an opportunity to receive assistance with basic dental, and immunizations through the TEXSHEP grant/Fund 206. Basic vision services will be made available through the Title I Part A grant/Fund 211. Students will be referred for services through the collaboration with district nurses. | 2, 9 | Federal Programs Director / Homeless Liaison; Parental Involvement Specialist | TEXSHEP Mid-Year and End of Year Reports; Student participation/referrals; activity reporting forms. | | | |
|---|---|---|---|---|---|---|
| | Funding Sources: 206 TEXSHEP - $4,050.00, 211 ESEA, TI A IMP - $785.00 | | | | | |

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**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 6:** The District will provide opportunities for Migrant Students to be academically successful and complete all credit requirements for graduation. (Priority for Services for Title I, Part C is made a part of an addendum to the plan)

**Evaluation Data Source(s) 6:** The Region 19 ESC Migrant Education Program in collaboration with the district will provide high-quality academic and social opportunities for identified students.

**Summative Evaluation 6:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Region 19 ESC Migrant Education Program will provide identified students with opportunities to recover credits through collaborative efforts with credit recovery program(s). | 2, 9 | SSA - Region XIX Migrant Education Program / Federal Programs Director | Number of credits earned by migrant students. | ◕ | ◑ | | |
| Funding Sources: 212 ESEA, TIP-C EDMI - $0.00 | | | | | | | |
| 2) Region 19 ESC Migrant Education Program will provide intervention programs to provide educational opportunities for identified students to be academically successful. Programs consist of: supplemental instruction, summer programs, middle school retreat, reading & biology camps, and college workshops. (See attached addendum of Planned Supplemental Activities - Schedule PS3103). | 2, 9 | SSA - Region XIX Migrant Education Program / Federal Programs Director | Student involvement; graduation rates, completion rates, attendance rates. | ◕ | ◑ | | |
| | Funding Sources: 212 ESEA, TIP-C EDMI - $81,539.00 | | | | | | |
| 3) Region19 ESC Migrant Education Program will provide identified students with information on opportunities for post secondary education. | 2, 9 | SSA - Region XIX Migrant Education Program / Federal Programs Director | Student enrollment in college prep. courses; graduation rates, completion rates, attendance rates. | ◕ | ◑ | | |
| Funding Sources: 212 ESEA, TIP-C EDMI - $0.00 | | | | | | | |

| 4) Ensure federal grants are in compliance by attending professional development in order to meet grant requirements and compliance. Professional development activities include: 2018 National Migrant Education Conference - through ESC SSA and/or the Migrant Advisory Council Meetings hosted by Region 19 ESC. | 6, 9 | Region 19 ESC Migrant Education Program SSA | Formative: Approved grant activities. Summative: Annual audit | | | | |
|---|---|---|---|---|---|---|---|
| | | | Funding Sources: 212 ESEA, TIP-C EDMI - $0.00 | | | | |

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**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 7:** During 2017-2018, the District will promote a 21st Century learning environment for 100% of students at all grade levels.

**Evaluation Data Source(s) 7:** STAAR data, STaR Chart data, T-TESS evaluations

**Summative Evaluation 7:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide all district students with a device to equip them with 21st century skills through the availability of a device assigned for each student. | 1 | Chief Technology Officer Campus Administration Instructional Technology Coordinators | Computer usage logs Lesson plans showing usage and engaging curriculum Instructional technology boot camp |  | | | |
| | | Funding Sources: 410 IMA - $224,913.00, 199 GENERAL FUND - $1,054,650.00, 201 Title I SIP - $431,814.00 | | | | | |
| 2) Provide technology training to District staff in a variety of areas to include: *Lesson Planning *Interactive White Boards *Think Through Math *Istation *Data Disaggregation *RTI *Online resources (IRead, System 44) *Office 365 *Google Classroom *Ipad App Integration | 4 | Chief Technology Officer Campus Administration Instructional Technology Coordinators | Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Clint teacher tools app Meeting agendas, purchase orders, activity reporting forms, student participation and involvement |  | | | |
| | | Funding Sources: 211 ESEA, TI A IMP - $268,357.00 | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3) Provide support to campuses through the Instructional Technology Support Coordinators to assist with integrating technology in the classroom | 1 | Chief Technology Officer Campus Administration Instructional Technology Coordinators | Training logs Sign-in sheets Classroom walk-through New teacher technology intake Help desk tickets Instructional technology boot camp | ◑ | | | |
| Funding Sources: 410 IMA - $0.00 | | | | | | | |
| 4) Provide training opportunities for district staff to attend conferences and other technology related workshops to include: *TCEA *ISTE *TNT *EdTech | 9 | Chief Technology Officer, Campus Administration, Instructional Technology Coordinators | Training logs Sign-in sheets Classroom walk-throughs | ◔ | | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | | |
| 5) Provide training opportunities for Technology for District staff on ways to integrate technology | 1 | Chief Technology Officer, Campus Administration, Instructional Technology Coordinators | Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website Clint teacher tools app | ◑ | | | |
| Funding Sources: 199 GENERAL FUND - $2,500.00 | | | | | | | |
| 6) Create and enhance online resources for teachers in the classroom | | Chief Technology Officer Instructional Technology Support Coordinators | Online Resources Clint teacher tools app | ◑ | | | |
| 7) Provide resources to create 21st Century learning environments for all students in the District | | Instructional Services, Technology Department | Student Reports Classroom Inventory Purchase Requisitions Classroom Observations | ◑ | | | |
| Funding Sources: 410 IMA - $0.00, 211 ESEA, TI A IMP - $0.00 | | | | | | | |

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**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 8:** Provide Technology Support on Campuses to enhance instructional practices and aid in raising test scores across the four core areas throughout the 2017-2018 school year.

**Evaluation Data Source(s) 8:** Technology integration will be increased by 10% as reflected on the STaR Chart

**Summative Evaluation 8:**

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

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide support to campuses through the Instructional Technology Support Coordinators to assist with integrating technology in the classroom | 1 | Executive Director of Technology Campus Administration Instructional Technology Coordinators | Training logs Sign-in sheets Classroom walk-through New teacher technology intake Help desk tickets Instructional technology boot camp |  | | | |
| Funding Sources: 410 IMA - $0.00 | | | | | | | |
| 2) Provide technology training to District staff in a variety of areas to include: *Lesson Planning *Interactive White Boards *Think Through Math *Istation *Data Disaggregation *RTI *THRIVE *Online resources *Office 365 *Google Classroom *Ipad App Integration | 4 | Executive Director of Technology , Campus Administration, Instructional Technology Coordinators | Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Clint teacher tools app |  | | | |
| | | Funding Sources: 211 ESEA, TI A IMP - $12,000.00 | | | | | |

| 3) Provide training opportunities for district staff to attend conferences and other technology related workshops to include:<br>*TCEA<br>*ISTE<br>*TNT<br>*EdTech | 9 | Executive Director of Technology, Campus Administration, Instructional Technology Coordinators | Training logs<br>Sign-in sheets<br>Classroom walk-throughs | ◑ | | | |
|---|---|---|---|---|---|---|---|
| | Funding Sources: 211 ESEA, TI A IMP - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |
| 4) Provide training opportunities for Technology for District staff on ways to integrate technology | 1 | Executive Director of Technology, Campus Administration, Instructional Technology Coordinators | Training logs<br>Sign-in sheets<br>Classroom walk-throughs<br>Help desk tickets<br>Instructional technology website<br>Clint teacher tools app | ◑ | | | |
| | Funding Sources: 199 GENERAL FUND - $2,500.00 | | | | | | |
| 5) Create and enhance online resources for teachers in the classroom | | Instructional Technology Support Coordinators Executive Director of Technology | Online Resources<br>Clint teacher tools app | ◑ | | | |
| | ✔ = Accomplished    ➡ = Continue/Modify    ◕ = Considerable    ◔ = Some Progress    ○ = No Progress    ✖ = Discontinue | | | | | | |

**Goal 1:** The District will be a model of high standards for student academic excellence.

**Performance Objective 9:** Campuses will contract with Communities In Schools (CIS) to assist students with the social services support in the areas of academic, behavior and attendance during the 2017-2018 school year.

**Evaluation Data Source(s) 9:** The District will offer supplemental social and academic opportunities and support to at-risk students.

**Summative Evaluation 9:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Communities In Schools (CIS) will provide academic services to ensure student success and target the dropout problem. It will implement the six components of focus: Academic Support,; College and Career Readiness; Supportive Guidance and Counseling; Health &Human Services; Parental &Family Engagement; and Enrichment. The CIS Choices Program will be made available to students a drug prevention program that focuses on encouraging students to have a healthy drug free lifestyle. | 2, 6, 9 | Federal Programs Director Campus Administrators | Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates. | | | | |
| | | | Funding Sources: 211 ESEA, TI A IMP - $350,000.00 | | | | |

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# Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 1:** The District will foster an educational environment that will ensure the safety of all students and staff.

**Evaluation Data Source(s) 1:** The District will provide added security services; will construct facilities that are conducive to age appropriate learning and are built in a timely manner; will implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding to emergencies at all facilities. Completed

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The District has joined with El Paso County to conduct Community Policing Services (COPS) on the Districts Secondary Campuses. | | Operational Services Department | Reduced number of drug and violence related incidents on campus as evidenced by the PEIMS discipline record. (CISD Instructional Calendar) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 2) The District will schedule personnel in order to have wider coverage on weekends and provide security support during extra-curricular activities. | | Campus Principals; Security Supervisor | Reduced vandalism / break-ins as evidenced by the administrator and security officer reports. (as scheduled) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 3) The District/Campus will monitor and use Surveillance Cameras at all campuses as a deterrent and to provide additional vigilance. | | Technology Director; Operational Services Dept.; Campus Administration | Review of camera data; Walk-throughs (weekly) | ✓ | ✓ | ✓ | |
| 4) Facilities will be designed and constructed in a timely manner. | | Director of Facilities and Planning; Operational Services Dept. | Facility Completion Time lines; Construction Meetings; Construction site inspections & progress reports. (construction schedule) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 5) The District will work on the recommended facility improvements for ADA Compliance. | | Director of Facilities and Planning; Maintenance Manager | Completion of approved facility improvements. (construction schedule) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |

| Strategy | | Staff Responsible for Monitoring | Formative/Summative Evidence of Progress | | | | |
|---|---|---|---|---|---|---|---|
| 6) The District will reduce annual electric consumption by five percent each state fiscal year. | | Energy Manager; Director of Facilities and Planning; Campus Administration | Energy Consumption Audits; Benchmarking by El Paso Electric Company | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 7) The District's drug detection dog will make unannounced visits to campus as well as be "on call." | | Security Supervisor | Reduced campus drug incidents as evidenced by PEIMS discipline records (as scheduled). Salary and reoccuring costs will be covered via local and grant funding (if available) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 8) Reasonable Suspicion Training will be implemented at all campuses for staff intervention protocol. Staff is responsible for reporting substance abuse per Chapt. 37 of Education Code. | | Campus Principals; District Safety Specialist | Formative: Staff Training responses Summative: Recidivism data and cases reported per PEIMS requirement. (August and as new staff are hired or as incidents occur) | 🔵 | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 9) Annually revise Crisis Management Handbook in accordance with the mandates identified in S.B.11 and train Campus Principals to ensure implementation. | | District Safety Specialist | Development of Crisis Management Handbook as required under legislation. (August) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 10) Provide Crisis Management training to all campuses once a year. | | District Safety Specialist | Sign-in sheets (August) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 11) The District will utilize the Drug and Alcohol Reasonable Suspicion Program. | | District Safety Specialist | Approved program testing results and data. (as needed) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 12) Provide annual training to staff regarding maltreatment and sexual abuse of children and procedures for reporting to CPS. | | Campus Principals; District Safety Specialist | Sign-In Sheets (August) | ✓ | ✓ | ✓ | |
| 13) Provide counselors training on community resources available to address early mental health warning signs and suicide prevention and the referral process. | | Assistant Superintendents of C & I for Secondary and Elementary | Sign-In Sheets (August 2017 - May 2018) | ✓ | ✓ | ✓ | |
| 14) The District will provide training to campus and department personnel on mental health first aid to assist students and adults. | | District Safety Specialist | Sign-In Sheets; Referrals (Three trainings will be held during the year) (To be determined) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 15) Clint ISD will continue to provide Anonymous Alert System where Students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). Campuses will ensure measures are in place to: <br> *prevent bullying <br> *identify bullying either in person or *through Anonymous Alerts <br> *ways to respond to bullying by campus administration <br> Policies FFI, FDB,FFF, FD, FNC, & FFB | 10 | Security Services Operational Services Campus Administration | Anonymous Alert Reports <br> Campus Follow Up logs | ✓ | ✓ | ✓ | |
| 16) Clint ISD will continue to provide each campus the Keep n Track school safety system for sex offender checks & visitor check in. | | Security Services, Operational Services and Campus Administration | Review of data received and number of alerts | ✓ | ✓ | ✓ | |

✓ = Accomplished → = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✗ = Discontinue

**Goal 2:** The District will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 2:** Clint ISD will offer counseling and support services which address the specific student needs.

**Evaluation Data Source(s) 2:** Counseling plans, logs, training reports, PEIMS data

**Summative Evaluation 2:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide students with counseling services in the following areas:<br>*Suicide prevention<br>*Conflict resolution<br>*Violence prevention<br>*Harassment and dating violence | 10 | Counseling staff, Advanced Academics Coordinator, Campus Administration | Less student issues due to counseling supports | ◕ | ◕ | | |
| 2) Utilize counselors, CIS and other support staff to offer services to students with needs in the following areas:<br>*Dyslexia treatment programs<br>*Pregnancy related services<br>*Dropout prevention<br>*Truancy prevention<br>*Behavioral support programs | | Counseling staff, Advanced Academics Coordinator, Campus Administration | Less student issues due to district-wide supports | ◔ | ◕ | | |
| 3) Ensure training and reporting mechanisms are in place in accordance with the Freedom from Bullying policies | | Counseling Staff, campus administration | Lowered amounts of bullied incidents and lowered anonymous alerts reported. | ◔ | ✔ | ✔ | |
| **System Safeguard Strategy**<br>4) Create programs for students to remain in school and recover students who have dropped out through the District's Countdown to Zero initiative especially for students who are in At-Risk situations. | | Campus Administration ,CIS staff | Increased graduation rates, decreased dropout rates | ◔ | ◕ | | |
| | | Funding Sources: 211 ESEA, TI A IMP - $92,000.00 | | | | | |
| ✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

# Goal 3: The District will operate efficiently, being fiscally responsible

**Performance Objective 1:** The District will use staffing procedures that are aligned with acceptable standards in school operations.

**Evaluation Data Source(s) 1:** The District will continue to use staffing guidelines at levels based on district formulas or review staffing based on individual needs of campuses or departments when deemed necessary by the Superintendent. The District will evaluate and update guidelines as necessary. Completed

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The District will review staffing guidelines. The Human Resources Department will update guidelines and present to the Cabinet for approval (Priority will always be given to instructional staffing needs). | | Cabinet Members | Summative: Cabinet members will evaluate presentations and will evaluate requests and make recommendations. (March 2015) | ✔ | ✔ | ✔ | |
| 2) The District will review staffing requirements, needs and requests. | | Cabinet Members | Summative: Presentations will be made by the Principals and Department Heads to the Cabinet. (March 2015) | ✔ | ✔ | ✔ | |
| ✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◓ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 2:** The District will support only those programs that are financially possible and will implement them at the most cost-effective level, always considering the impact of student improvement.

**Evaluation Data Source(s) 2:** The District level programs will be funded at the district level.

**Summative Evaluation 2:**

| | | | | Reviews | | | |
| | | | | **Formative** | | | **Summative** |
| **Strategy Description** | **Title I** | **Monitor** | **Strategy's Expected Result/Impact** | **Nov** | **Feb** | **Apr** | **June** |
|---|---|---|---|---|---|---|---|
| 1) The District will approve, implement, and fund Instructional programs. | | Instructional Services Staff | Formative: Benchmarks, Reading Assessments, Early Literacy Assessments<br>Summative : STARR, STAAR ALT, STAAR L, TELPAS, EOC, and PBMAS - (September 2014) | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00, 211 ESEA, TI A IMP - $0.00, 224 IDEA, PART B FORMULA - $0.00, 263 ESEA, TIII LEP - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | | |
| 2) The District will review bus and transportation scheduling and routes to maximize utilization and ensure the program is operating cost effectively. | 10 | Transportation Director | Quarterly Reports | ◕ | ◕ | | |
| ✓ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | | |

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 3:** The District will actively seek and apply for additional grants to enhance and support District goals.

**Evaluation Data Source(s) 3:** District Directors, Coordinators, and employees will actively seek additional grant funding.

**Summative Evaluation 3:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Actively seek additional grant funding internally. Informational resources will be provided to those writing and requesting grants for the District. Training opportunities will be pursued. | | Instructional Services Staff and or Campus Staff | Formative: Grants applied for Summative: Total grants earned | ◐ | ◑ | | |
| 2) Ensure federal grants are in compliance by attending professional development in order to meet grant requirements and compliance. District personnel will attend professional development activities to include: ACET (Fall/Spring), TASBO, The Texas Conference on Ending Homelessness, 2017 Statewide Parental Involvement Conference, and Regional (local) Parental Engagement Conference, Learning for Change Summit (Spring), etc. | 2, 6 | Chief Financial Officer, Director of Federal Programs, Title I Coordinator, Federal Programs Specialist, Parental Involvement Specialist | Formative: Approved grant activities. Summative: Annual audit | ◐ | ◑ | | |
| Funding Sources: 199 GENERAL FUND - $18,620.00, 211 ESEA, TI A IMP - $3,410.00, 206 TEXSHEP - $2,843.00 | | | | | | | |

✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 4:** The District will annually adopt a budget that proposes to maintain the general fund balance at an optimum level.

**Evaluation Data Source(s) 4:** The Chief Financial Officer will evaluate and review funding levels to ensure an optimum fund balance is maintained.

**Summative Evaluation 4:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | Nov | Feb | Apr | June |
| 1) The District will adopt an annual general fund budget that maintains an optimum fund balance. | | Chief Financial Officer | Summative: Ongoing annual review of the budget, finance audit<br>SchoolFirst Report, and PEIMS Submissions - January-May 2015 during the budget process | ✓ | ✓ | ✓ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| ✓ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue | | | | | | | |

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 5:** The District will strive to receive the highest rating for the Financial Integrity Rating System of Texas (SchoolFirst).

**Evaluation Data Source(s) 5:** The Chief Financial Officer will evaluate, review and implement guidelines to meet SchoolFirst objectives and requirements.

**Summative Evaluation 5:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | Nov | Feb | Apr | June |
| 1) Review and ensure all SchoolFirst requirements are met at the highest level possible. | | Cabinet Members | Formative: Cabinet review and reports Summative: SchoolFirst Report<br>PEIMS Submissions/Annual Audit Report (Budget Year) | ✔ | ✔ | ✔ | |
| ✔ = Accomplished → = Continue/Modify ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | | |

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 6:** The District will foster an educational environment that will ensure fiscal accountability for planning and construction of facilities.

    **Evaluation Data Source(s) 6:** District personnel will ensure that facilities are funded and constructed in a fiscally responsible and accountable manner.

    **Summative Evaluation 6:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The District will fund Facilities that will be designed and constructed in a timely and fiscally responsible manner as approved and funded by EDA or IFA allocations or a combination of both. | | Juan Martinez, Sandra Odenborg, and Donna Cline | Reports as required through IFA and EDA funding. Third party or county inspectors are also used when needed or available. (Monthly). Funding contingent upon approval of State Application and allocations; Calendar provided by the Facilities Department. | ◓ | ◓ | | |
| 2) The District will work to reduce utility costs. | | Facility Department Energy Manager | Monthly Bills Energy conservation campaign information Written correspondence Training Logs | ◓ | ◓ | | |
| ✔ = Accomplished   ➡ = Continue/Modify   ◓ = Considerable   ◓ = Some Progress   ⬤ = No Progress   ✖ = Discontinue | | | | | | | |

**Goal 3:** The District will operate efficiently, being fiscally responsible

**Performance Objective 7:** The District will strive to increase compensatory education funding.

**Evaluation Data Source(s) 7:** The District will increase campus and community awareness of the importance of at-risk coding to increase state funding.

**Summative Evaluation 7:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The District will improve the at-risk coding of students District-wide. | | PEIMS; Department Staff; District and Campus Staff | Annual PEIMS submissions (Monthly) / District website, call out system (both staff and community), newsletters, and local newspaper advertisements. | ◕ | ◕ | | |
| ✔ = Accomplished  ➡ = Continue/Modify  ◕ = Considerable  ◔ = Some Progress  ⬤ = No Progress  ✖ = Discontinue | | | | | | | |

# Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** The District will ensure that all students are taught by highly qualified personnel.

**Evaluation Data Source(s) 1:** The District will recruit locally and out of state for personnel which meet the new Equity Plan requirements.

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Attend local and statewide job fairs to recruit highly qualified staff and hard to fill positions: UTEP-College of Education, UTEP-Teacher Job Fair, NMSU-Educator Job Fair, Sul Ross State University Teacher Career Fair , Region 19- Teacher Career Fair | 5 | HR Department | Vacancy Reports; Feedback from universities (October, March, May) <br><br> Attended UTEP College of Education Job Fair Nov. 2015 | | | | |
| | Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $1,500.00 | | | | | | |
| 2) Create posters that promote Clint ISD to UTEP and EPCC. | | HR Department | Monitor applications from UTEP and EPCC | | | | |
| | Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | |
| 3) Ensure that all staff meets the requirements for the Equity Plan for all personnel. | | HR Certification Specialist | E-Grant NCLB Report (ongoing) | | | | |
| 4) Inform EPCC students who are pursuing a career in education. | | HR Department | Feedback from EPCC students. (Once per semester) | | | | |
| | Funding Sources: 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |
| 5) Present to UTEP Education majors during their tenure in the program of the benefits and working for Clint ISD. | 5 | HR Department | Feedback from UTEP students (Once per semester) | | | | |
| | Funding Sources: 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |
| 6) Attend meetings and workshops in the Region 19 area and network to share District's staffing needs. | 5 | HR Department | Monitor and review volume of applicants for vacancies. (ongoing) | | | | |
| | Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |
| 7) Post positions on various social media sites, such as Facebook, Twitter, Educational websites and via Applitrack. | 5 | HR Department | Monitor and review volume of applicants for vacancies. (ongoing) | | | | |
| | Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |
| 8) Contact ACP programs to recruit applicants who meet the Equity Plan requirements. | | HR Department | Monitor and review volume of applicants for vacancies. (ongoing) | | | | |
| 9) Recruit and hire certified aides and substitutes. | 3, 5 | HR Department | Monitor and review volume of applicants for vacancies. (as needed) | | | | |
| | Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | |

| 10) Assist the Clint ISD community by providing employment opportunities. | | HR Department | Monitor and review volume of applicants for vacancies. (ongoing); Customer service via telephone and online assistance. (ongoing) |  | | | |
|---|---|---|---|---|---|---|---|
| 11) Participate in student teaching intern programs. | | HR Department | Number of interns hired for teacher vacancies. (August and January) |  | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4:** The District will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 2:** The District will recruit and retain qualified personnel.

**Evaluation Data Source(s) 2:** The District will offer a competitive employees benefits package and employee recognition program.

**Summative Evaluation 2:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Continue to provide and promote a competitive benefits program to include choices for levels of health benefits coverage. | | HR Department; Benefits Department | Review employee participation rates (July - August) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 2) Provide onsite health preventative services. | | HR Department; Benefits Department | Analyze participation rates. (as scheduled) | ◔ | | | |
| 3) Provide staff with opportunities to learn more about benefits via activities such as: Planning for Medical Leave Informational Sessions; Health Fairs; Financial Planning Seminars; Personnel Palooza Newsletter; Wellness Program/Reimbursement; Health Savings Accounts | | HR Department; Benefits Department | Employee Feedback (as scheduled) | ◔ | | | |
| | | Funding Sources: 199 GENERAL FUND - $0.00 | | | | | |
| 4) Annually review supplemental benefit options to ensure quality service. | | HR Department; Benefits Department | Online enrollment feedback; customer satisfaction; internal surveys (yearly) | ◔ | | | |
| 5) Review salaries and stipend schedules to insure the District remains competitive. | | HR Department | TASB Market Analysis and reclassification request reviewed annually. (July - August) | ✔ | ✔ | ✔ | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 6) Lower teacher; student ratios across all subjects and grade levels. | 5 | HR Department | Teacher Class Load Reports (July - August) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | | |
| 7) Recognize and honor employees for the following life events: Births, Illness, Bereavement. | | HR Department | Feedback from employees. (ongoing) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 8) Honor Retirees annually at the School Board Meeting to celebrate and recognize their commitment to the Clint ISD community. | | HR Department | Feedback from employees. (June) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |

| 9) Introduce new employees via website. | HR Department | Feedback from employees. (ongoing) | | | | |
|---|---|---|---|---|---|---|
| | | Funding Sources: 199 GENERAL FUND - $0.00 | | | | |

= Accomplished → = Continue/Modify = Considerable = Some Progress = No Progress ✗ = Discontinue

**Goal 4:** The District will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 3:** The District will utilize the industries best practices to retain staff by providing professional growth opportunities.

**Evaluation Data Source(s) 3:** The District will implement programs for employee professional growth and advancement recognition.

**Summative Evaluation 3:**

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

**LEA Priority:** 5. Recruiting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide services and support for school administrators in all areas of employee relations and employee management. | 4 | HR Department | Training evaluation forms; internal surveys (As requested by Administrators) | Considerable | | | |
| Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $2,000.00, 211 ESEA, TI A IMP - $3,000.00 | | | | | | | |
| 2) Provide yearly staff development training for district support staff. | 4 | HR Department | Training evaluation forms (as needed) | Some Progress | | | |
| Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | | |
| 3) Communicate opportunities available to staff for additional certifications and staff development. | 4 | HR Department | Personnel Palooza newsletter; Registration numbers for trainings; Region 19 surveys (ongoing) | Some Progress | | | |
| 4) Provide opportunities for employee advancement by supporting the following initiatives: Aspiring Administrators; Assistant Principal Academy | 4 | HR Department | Feedback from employees; Presentation evaluations; Employee request for topics (as requested) | Some Progress | | | |
| Funding Sources: 199 GENERAL FUND - $0.00, 255 ESEA, TIIA,TPTR - $0.00 | | | | | | | |

✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue

**Goal 4:** The District will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 4:** The District will ensure a safe working environment to retain and attract personnel.

**Evaluation Data Source(s) 4:** The District will implement a comprehensive safety program to assure the safety and welfare of all employees, enhancing the retention of personnel.

**Summative Evaluation 4:**

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

**LEA Priority:** 5. Recruting, supporting, and retaining teachers and principals.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Conduct annual safety training for all District employees to include mandatory employee training requirements. | | HR Department; Benefits & Risk Management Coordinator | Review worker's compensation claims on a quarterly basis in comparison to prior years. (August-December) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 2) Follow-up on injury investigations and re-train employees prior to reporting back to work. | | HR Department; Benefits & Risk Management Coordinator | Review worker's compensation claims on a quarterly basis in comparison to prior years. (as requested) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 3) Conduct annual safety facility inspections, which will be conducted at all District facilities and grounds in accordance with the International Fire Code and OSHA recommended standards. | | HR Department; Safety Specialist | Review property and liability claims on an annual basis. (July-August) | ◔ | | | |
| 4) Provide training on the District's emergency response plan and emergency preparedness procedures. | | HR Department; Safety Specialist | Conduct drills and exercises; Campus/Department logs (ongoing) | ◔ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 5) Meet drill and exercise requirements as per the Texas School Safety Center. Campuses are required to complete 2 lock down drills and one shelter in place and/or reverse evacuation drill per school year as well as one fire drill per month. | | HR Department; Safety Specialist | Drill &Exercise evaluation form; debriefing and after action report. (as scheduled) | ◔ | | | |
| 6) Complete the Texas School Safety Center Audit every three years. | | HR Department; Safety Specialist | Texas School Safety Center Audit Report (Triennial) | ✔ | ✔ | ✔ | |

| 7) Conform to the Texas School Safety Center requirements in order to obtain certification as per the Texas Education Code. | | HR Department; Safety Specialist | Certification (as scheduled) | | | | |

= Accomplished      = Continue/Modify      = Considerable      = Some Progress      = No Progress      = Discontinue

# Goal 5: The District will include parents, community and business members in the education of all students.

**Performance Objective 1:** The District will maintain programs to expand and strengthen relationships with parents, businesses, higher education and the community so that all are involved in the education of the students in CISD.

**Evaluation Data Source(s) 1:** The District will provide parents with opportunities and incentives to become involved in their child's education through parent communications and recognitions; will provide parents with access to educational resources; will empower parents to be role model partners in their child's education through adult literacy and other learning opportunities; will monitor parental involvement and maintain communication with parents in the District; and will partner with local businesses, community agencies and community members to involve them in enhancing the education process. On Target

**Summative Evaluation 1:**

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The District/Campuses in collaboration with parents will refine and improve the District & Campus Parent Involvement Plan(s) to help parents understand the importance of parental involvement in our schools. The plans will be made available to parents at the campuses and on the District website. | 6 | Director of Federal Programs; Parental Involvement Specialist; Campus Principals | Submission of plan(s) to the Federal Programs Department (September - October 2017) Agenda Sign In Sheet District Parental Involvement Plan Minutes | ✓ | ✓ | ✓ | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| 2) The District/Campuses in collaboration with parents will evaluate the District Parent Involvement Plan(s) to help parents understand the importance of parental involvement in our schools. The District Plan will be evaluated annually. | 6 | Director of Federal Programs Parental Involvement Specialist | Agenda Sign In Sheet Evaluation of District Parental Involvement Plan Minutes Recommendations made to plan | ⬤ | ⬤ | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| 3) The District will provide parents with the opportunity to attend the Annual Regional Parental Engagement Conference and/or other training opportunities on engaging parent participation. | 6 | Federal Programs Director Parental Involvement Specialist | Flyers, Sign-In Sheets, Contact Logs, and Agendas (November 2017) | ◕ | ◕ | | |
| Funding Sources: 206 TEXSHEP - $105.00, 211 ESEA, TI A IMP - $1,775.06 | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4) The District will send one campus parent representative to attend the the Statewide Parental Engagement Conference from November 30-December 2, 2017 in Houston, Texas. A book mentioned at the conference/or other event will be purchased for parent(s). A follow-up parent presentation will be provided by the campus parent representatives the school year. | 6 | Federal Programs Director; Parental Involvement Specialist; Title I Clerk | Sign-in sheet (registration form); Event Confirmation; Purchase Order; Professional Development Form; Flyers; Agenda; Follow-up presentation to parents at respective campuses. | ◕ | ✔ | ✔ | |
| The District will send the Parent Involvement Specialist to attend the 2018 Learning for A Change Summit on February 5-6, 2018 in Austin, Texas. | | | Funding Sources: 211 ESEA, TI A IMP - $16,807.42 | | | | |
| 5) The District will ensure Elementary schools will hold at least one Family Literacy Night during the 2017-2018 school year. Resources (books & kits) will be purchased and a reading (literacy) presentation will be held by designated school staff to parent(s)/guardian(s). Light snacks will be provided to parents at meetings held at schools. | 6 | Director of Federal Programs Parental Involvement Specialist | Flyers, Agendas, Sign-In Sheets, Contact Logs, and Presentation Documentation. | ◕ | ◕ | | |
| | | | Funding Sources: 211 ESEA, TI A IMP - $14,403.18 | | | | |
| 6) The District will ensure Secondary schools will hold at least one Family Engagement activity during the 2017-2018 school year. Administrators and designated school representatives will be provided with training on Family Engagement activities prior to parent presentation. Parent resources (kits) will be purchased and a presentation will be held by designated school staff to parent(s)/guardian(s) in English/Spanish. Light snacks will be provided to parents at meetings held at schools. | 6 | Director of Federal Programs Parental Involvement Specialist | Flyers, Agendas, Sign-In Sheets, Contact Logs, and Presentation Documentation. | ◕ | ✔ | ✔ | |
| | | | Funding Sources: 211 ESEA, TI A IMP - $16,804.24 | | | | |
| 7) Campuses will host Parent Information Nights to highlight programs and offer information. | 6 | Campus Principal | Flyers, Sign-In Sheets, Contact Logs, and Agendas (September- May) | ◕ | ◕ | | |
| | | | Funding Sources: 199 GENERAL FUND - $0.00, 211 ESEA, TI A IMP - $0.00 | | | | |
| 8) The District Pre-K program will provide parent meetings and provide literacy strategies to assist their child at home with the use of student literacy materials in English and Spanish. | 2, 6 | Director of Federal Programs; Instructional Officer | Sign-In Sheets, Agendas, End of Year Surveys (July 2017- June 2018) | ○ | ○ | | |
| | | | Funding Sources: 211 ESEA, TI A IMP - $5,454.00 | | | | |
| 9) The District will provide parent meetings, and workshops to include the following activities according to campus feeder pattern or community needs; technology (parent portal); family counseling, child/parent communication, financial aid, scholarships, literacy development, instructional strategies to support instruction, CareerCruising, SPED parent training, credit and graduation requirements. | 6 | Director of Federal Programs; Campus Principals | Sign-In Sheets, Agendas, End of Year Surveys (July 2017- June 2018) | ◔ | ◔ | | |
| | | | Funding Sources: 211 ESEA, TI A IMP - $0.00, 212 ESEA, TIP-C EDMI - $0.00 | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10) The District will monitor Parental Involvement programs/activities. | 6 | Director of Federal Programs; Parent Involvement Specialist; Campus Principals | Campuses will collect and submit records and documentation of the ongoing parental involvement activities during the school year. The information will be kept in the Title I Crate. (Submission will be ongoing throughout the school year.) | ◕ | ◕ | | |
| Funding Sources: 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| 11) The District will publicize Campus Parent events in district publications. | 6 | Director of Public Relations ; Director of Federal Programs | Documentation in calendars and publications. (Monthly) | ◕ | ◕ | | |
| Funding Sources: 199 GENERAL FUND - $0.00, 211 ESEA, TI A IMP - $0.00 | | | | | | | |
| 12) Provide parents with resources via the District's webpage. | 6 | Director of Public Relations; Director of Federal Programs; Parent Involvement Specialist | Website data; Parent feedback (Monthly) | ◔ | ◔ | | |
| 13) The District will provide sample (standardized) formats for the communication with parents. | 6 | Instructional Services Department; Director of Public Relations; Director of Federal Programs; Parental Involvement Specialist | End of year surveys; permission slips; brochures. (July 2017 - June 2018) | ◔ | ◔ | | |
| 14) The District will host community meetings to inform parents of programs offered. | | Director of Public Relations | Parent Sign-In Sheets and Agendas (November - 1 per feeder pattern area) | ✓ | ✓ | ✓ | |
| 15) The District will provide parents with Family Access, a parent information portal of student information as part of the registration packet. | | Technology Services Department | Parent sign-up and log-ins; Reports (August - June) | ✓ | ✓ | ✓ | |
| 16) The District will utilize the parent call out system to keep parents informed of District events. | | Director of Public Relations | Skylert Reports (July - June) | ✓ | ✓ | ✓ | |
| 17) The District will publish a Newsletter/Magazine and other publications to inform parents and the community about District news, initiatives, and programs. | | Director of Public Relations | Distribution to parents and community via mail, web and other media | ◑ | | | |
| 18) The District will maintain a District website with current calendars, news and other district information. | | Director of Public Relations | Website Visitor Comments and Hits (Updated weekly) | ◑ | | | |
| 19) The District will hold Parent and Student Advisory Council meetings to provide input to the Superintendent. | | Director of Public Relations | Parent Sign-In Sheets and Agendas (quarterly meetings) | ◑ | | | |
| 20) The three high schools will open the libraries after school to provide access to parents and students to all library services and implement activities to encourage use of the libraries. | | High School Administration; High School Librarian | Visitor logs; Checkout records; Activity records - (at a minimum of four evenings during the week) | ◑ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 21) The District will maintain an active volunteer program at each campus and department. | | Director of Public Relations; Personnel Services Department; Campus Principals | Sign-in sheets and logs; Volunteer applications (August - June) | ◕ | | | |
| 22) The District will honor volunteers through a recognition program based on hours served. | | Director of Public Relations | Announcement of volunteers at district event. (Spring) | ◯ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 23) The District will invite businesses and agencies to participate in the Partners in Education Program. | | Director of Public Relations | Sign-In Sheets and logs (as scheduled) | ◕ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 24) The District will recognize Partners in Education in district publications, in the media and at events held throughout the year. | | Director of Public Relations | Attendee sign-in sheets (as scheduled) | ◕ | | | |
| Funding Sources: 199 GENERAL FUND - $0.00 | | | | | | | |
| 25) The District will collaborate with local Higher Education Institutions in a variety of ways to enhance the education process. | | Secondary Instruction; Director of Public Relations | Contact logs and Sign-in sheets (as scheduled) | ◕ | | | |
| ✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue | | | | | | | |

# System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 1 | The district and campus administration will attend and support the campus instructional planning process to ensure utilization of the TEKS Resource System (TRS). |
| 1 | 1 | 8 | The district will monitor the implementation of student level interventions through RtI and monthly principal meetings. |
| 1 | 2 | 2 | The district will provide teachers/staff with training in differentiated instruction for all student groups. |
| 1 | 2 | 7 | The district will provide/attend professional development on ARD, Section 504, SPED, and LPAC procedures. |
| 1 | 2 | 14 | The district and campus administration will ensure the support and resources for writing programs to increase student success in written expression for the STAAR. The District will also implement a writing program in grades 6th through 10th to align the curriuclum. |
| 1 | 2 | 16 | Implement the New Teacher Center Program to train staff on how to coach, mentor and provide feedback to ensure teachers are effective in the classrooms |
| 1 | 3 | 4 | The district will provide training for all Bilingual Teachers in the use and implementation of the transitional early exit model. |
| 1 | 3 | 5 | The district will offer training and support of English Language Proficiency Standards (ELPS) to all content teachers to increase overall student passing rates for ELL's served, denials, and exited students. |
| 1 | 3 | 6 | The district will ensure the use of the English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students. |
| 1 | 3 | 9 | The district will provide scientifically research-based supplemental resources, equipment and materials for instruction and/or intervention for ELL students in the entire core curriculum. |
| 1 | 3 | 10 | The District will implement a program for elementary and secondary ELL students which it provides English Language Development strategies for teachers. |
| 1 | 3 | 14 | The district will conduct feeder pattern meetings for special education and ELL teachers to analyze data, evaluate strategies, and monitor student progress. |
| 1 | 3 | 16 | The district will analyze data to monitor student academic growth for students receiving special education services. |
| 1 | 3 | 18 | The district will ensure campuses are progress monitoring LEP served, first year and second year students every nine weeks. |
| 1 | 3 | 19 | The district will provide support on inclusive practices and strategies for both special education and general education teachers. |
| 1 | 3 | 20 | The District will monitor all inclusions teacher schedules and review logs to ensure that students are supported in the classroom. Monitoring will occur after each grading periods. |
| 2 | 2 | 4 | Create programs for students to remain in school and recover students who have dropped out through the District's Countdown to Zero initiative especially for students who are in At-Risk situations. |

# State Compensatory

**Personnel for District Improvement Plan:**

| Name | Position | Program | FTE |
|---|---|---|---|
| Brenda Valles | Dyslexia Support Teacher | Dyslexia | 0.5 |
| Brenda Valles | GT Support Teacher | Gifted and Talented | 0.5 |
| Dalia Miranda | Federal Programs Secretary | Federal Programs | 1.0 |
| Hilda Adams | PRS Teacher | Federal Programs | 1.0 |
| Jesus Munoz | Bilingual Coordinator | Elementary C & I | 1.0 |
| Jose Ramirez | Social Studies Coordinator | Secondary C & I | 0.5 |
| Kanequa Chancellor | CTE Coordinator | Career and Technology | 1.0 |
| Lori Olivas | Dyslexia Support Teacher | Dyslexia | 0.5 |
| Lori Olivas | GT Support Teacher | Gifted and Talented | 0.5 |
| Maria Hernandez | Dyslexia Support Teacher | Dyslexia | 0.5 |
| Maria Hernandez | GT Support Teacher | Gifted and Talented | 0.5 |
| Robert Flores | Director of Federal Programs | Federal Programs | 1.0 |
| Sandra Martinez | ELAR Coordinator | Secondary C & I | 1.0 |

# Title I

## Schoolwide Program Plan

Clint ISD will ensure all students in the campuses demonstrate proficient and advanced levels of academic achievement on state standards. The development of the comprehensive improvement plan for each schoolwide 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, all campuses including the Clint Early College Academy will function as a schoolwide Title I program.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The district along with the schoolwide campuses will conduct the comprehensive needs assessment which will include the Ten Components of a Schoolwide Program which will address the needs of all students ensuring academic success is achieved as prescribed in the state and academic content standards. Campus administration added the other data to the Climate section of the Needs Assessments to enhance the data sources collected in the CNA. Data was also included for the new T-TESS evaluation system.

### 2: Schoolwide Reform Strategies

The district will provide reform strategies as interventions for all Title I schoolwide 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 lower grades will implement an initiative to ensure that all students are reading on grade level by the end of the Third grade. The "Ready by Third" program will ensure success district-wide for our At-Risk population. Furthermore, the 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.

### 3: Instruction by highly qualified professional teachers

The district will ensure highly qualified/professional teachers are hired to provide instruction in the Title I schoolwide campuses. Measures were put in place to ensure teachers where successful which included: Instructional Rounds, Mentor Coordinators to support new teachers, and Curriculum Coaches at all campuses. For 2017-2018 we will be adding the New Teacher Center Mentorship Program so that campus administration and curriculum coaches can mentor teachers who need extra support.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The district will provide content driven professional development opportunities that will promote the overall improvement of instruction and thus increasing student achievement. Professional development catalogues and year long support sessions have been designed to offer support for staff.

**5: Strategies to attract highly qualified teachers**

The district will use high-quality strategies to attract highly qualified teachers especially in the high-need schools. The Human Resources Department put additional measures in place to ensure all campuses were staffed prior to the beginning of the school year.

**6: Strategies to increase parental involvement**

The district will use scientifically based research strategies to promote and increase the parental involvement efforts in all Title I schoolwide campuses. The Communities in Schools program has been implemented to enhance parental involvement.  Also, the campuses have involed parents through new Parental Involvement activities, technology integration, and district programs.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

District personnel (administrators, campus staff, and other personnel) will utilize appropriate transitional plans for preschool children as they enter into the elementary Title I schoolwide campuses.  For students who receive special education services, the Pre-K Collaborative was created to allow students who are in special education unites to be scheduled in Pre-K and Kinder classes using the inclusion model. This district continues to offer universal Pre-K and work in collaboration with Region 19 Headstart.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

The district will ensure teachers are provided with opportunities in the decisions regarding the use of assessments in the Title I schoolwide campuses. Teachers have been included in vetting assessments and designing District Benchmarks. Each campus also has a Faculty Advisory Council which helps to advise the administration on the instructional needs of the campus.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Effective timely additional assistance will be provided to students who experience difficulty mastering the state standards through

appropriate interventions/strategies. The District implemented the Accelerated Instructional model where students who are not on grade level or did not meet the standards on the STAAR, or are lacking credits can attend sessions before school starts to offer specialized assistance.

**10:  Coordination and integration of federal, state and local services and programs**
The district will ensure the coordination and integration of federal, state and local services and programs, including those under the the new Equity Plan, the violence prevention programs, nutrition programs, Head Start, Adult Education Programs, the vocational and technical education, and job training and state compensatory education. The District has streamlined the Title I documentation process by implementing the Title I Crate.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Ayala, Karen K. | Instructional Support Teacher | WDS | 1.00 |
| Barraza, Denise M. | Instructional Support Teacher | FME | 1.00 |
| Carr, Lauren E. | Instructional Support Teacher | DHE | 1.00 |
| Chavira, Maria L. | Title I Coordinator | Federal Programs | 1.00 |
| Dean, Thomas | Secondary Mentor Coordinator | Secondary C & I | 1.00 (Title II, Part A) |
| Esparza, Claudia | Instructional Support Teacher | REMS | 1.00 |
| Flores, Mariana D. | Instructional Support Teacher | MVE | 1.00 |
| Gallego, Angelica | Coordinator Science Secondary | Secondary C & I | 1.00 |
| Garcia, Jessica | Instructional Support Aide | HMS | 1.00 |
| Gomez Soriano, Sylvia | Instructional Officer | Elementary C & I | 1.00 |
| Gonzalez, Ana K. | Instructional Support Aide | CJHS | 1.00 |
| Goranson, Christina | Instructional Support Teacher | RSE | 1.00 |
| Green, Melissa | Instructional Support Aide | RSE | 1.00 |
| Hinojos, Ivette | School Improvement Coordinator | Secondary C & I | 1.00 |
| Montero, Kristy | Coordinator Language Arts Elementary | Elementary C & I | 1.00 |
| Olivas, Ana | Instructional Support Aide | WDS | 1.00 |
| Ramirez, Lorena | Federal Programs Specialist | Federal Programs | 1.00 |
| Salazar, Jessica | Coordinator Science Elementary | Elementary C & I | 1.00 |
| Samayoa, Norberto | Instructional Support Teacher | MVHS | 002 |
| Sigala, Jenny | Instructional Support Aide | HMS | 1.00 |
| Swanson, William | Coordinator Math Secondary | Secondary C & I | 1.00 |
| Tellez, Nadia | Secondary Mentor Coordinator | Secondary C & I | 1.00 (Title II, Part A) |
| Trejo, Elba | Title I Clerk | Federal Programs | 1.00 |
| Valdez, Ruth Y. | Instructional Support Teacher | CTW | 1.00 |
| Venzor, Angelica | Parental Involvement Specialist | Federal Programs | 1.00 |

| Villanueva, Arturo | Coordinator Math Elementary | Elementary C & I | 1.00 |

# District Shared Decision Making Committee

| Committee Role | Name | Position |
| --- | --- | --- |
| Cabinet Representative | Philip Acosta | Chief Technology Officer |
| Classroom Teacher | Claudia Aguilar | Teacher Representative - EMMS |
| Classroom Teacher | Andy Avalos | Teacher Representative - CTW |
| Administrator | Mark Ayala | Director of Student Support |
| Non-Teaching Professional | Angelica Bailon | Clint Area Administration |
| Parent | Frances Bocanegra | Clint Area Parent |
| Cabinet Representative | Laura Cade | Director of Public Relations |
| Non-classroom Professional | Nicholas Carey | CTE Representative |
| Classroom Teacher | Laura Carrasco | Teacher Representative - RSE |
| Cabinet Representative | Rene Chavez | Director of Human Resources |
| Cabinet Representative | Donna  Cline | Chief Financial Officer |
| Classroom Teacher | Cicely Cox | Teacher Representative - HMS |
| Classroom Teacher | Araceli Garcia | Teacher Representative - CHS |
| Community Representative | Garcia Martha | Community Representative |
| Cabinet Representative | Sylvia Garza | Assistant Superintendent of Elementary Instruction |
| Non-classroom Professional | Yvonne Gomez | Bilingual/ESL Representative |
| Non-Teaching Professional | Juanita Guerra | Montana Vista Area Administration |
| Classroom Teacher | Alfredo Gutierrez | Teacher Representative - HHS |
| Non-classroom Professional | Natasha Hill | Gifted and Talented Representative |
| Chairperson | James Littlejohn | Assistant Superintendent of Secondary Instruction |
| Classroom Teacher | Luis Luna | Teacher Representative - CJHS |
| Classroom Teacher | Martin Mota | Teacher Representative - MVHS |
| Cabinet Representative | Juan Martinez | Superintendent |
| Classroom Teacher | Janice Mendez | Teacher Representative - MVHS |
| Classroom Teacher | Marelena  Mesquita | Teacher Representative - CECA |

| Classroom Teacher | April Morton | Teacher Representative - FME |
|---|---|---|
| Classroom Teacher | Angie Patti | Teacher Representative - DHE |
| Classroom Teacher | Ricardo Mendez | Teacher Representative - REMS |
| Parent | Christina Rosales | Montana Vista Area Parent |
| Non-Teaching Professional | Roxanne Ruiz | Horizon Area Administration |
| Non-classroom Professional | James Ryan | State Comp Ed Representative |
| Non-classroom Professional | Michael Sleight | SPED Representative |
| Non-Teaching Professional | Nadia Tellez | Central Administration |
| Classroom Teacher | Samantha  Tobias | Teacher Representative - WDS |

# District Funding Summary

**199 GENERAL FUND**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 1 | Test | 6100 | $50,000.00 |
| 1 | 1 | 4 | | | $2,000.00 |
| 1 | 1 | 7 | | | $0.00 |
| 1 | 1 | 12 | | | $0.00 |
| 1 | 1 | 13 | | | $30,000.00 |
| 1 | 1 | 14 | | | $0.00 |
| 1 | 1 | 20 | | | $0.00 |
| 1 | 1 | 22 | | | $20,000.00 |
| 1 | 1 | 24 | Extra Duty Costs for PRS Itinerary Teacher | 199.E11.6117.F5.802.0.30 | $5,000.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 5 | | | $2,000.00 |
| 1 | 2 | 7 | | | $0.00 |
| 1 | 2 | 8 | | | $5,000.00 |
| 1 | 2 | 9 | | | $0.00 |
| 1 | 2 | 10 | Travel | | $2,000.00 |
| 1 | 2 | 11 | | | $4,000.00 |
| 1 | 2 | 12 | | | $2,500.00 |
| 1 | 2 | 14 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 3 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |

| | | | | | |
|---|---|---|---|---|---|
| 1 | 3 | 7 | | | $0.00 |
| 1 | 3 | 9 | | | $0.00 |
| 1 | 3 | 11 | | | $0.00 |
| 1 | 3 | 12 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 3 | | | $0.00 |
| 1 | 4 | 4 | | | $0.00 |
| 1 | 4 | 10 | | | $0.00 |
| 1 | 4 | 12 | | | $0.00 |
| 1 | 7 | 1 | | | $1,054,650.00 |
| 1 | 7 | 5 | | 199.21.6411.00.803.0.99 | $2,500.00 |
| 1 | 8 | 4 | | 199.21.6411.00.803.0.99 | $2,500.00 |
| 2 | 1 | 1 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 2 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 4 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 5 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 6 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 7 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 8 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 9 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 10 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 11 | General Fund | Fund 199 | $0.00 |
| 2 | 1 | 14 | SCE Funded | SCE Fund | $0.00 |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | $0.00 |
| 3 | 2 | 1 | SCE Funds | | $0.00 |
| 3 | 3 | 2 | Employee travel with the use of local funds - State & Local | 199.E21.6239/6411.00.802.0.99 | $18,620.00 |

| | | | | | |
|---|---|---|---|---|---|
| 3 | 4 | 1 | State and local funding. | | $0.00 |
| 4 | 1 | 1 | Recruitment of highly qualified personnel. | 199.E41.XXXX | $0.00 |
| 4 | 1 | 2 | | | $0.00 |
| 4 | 1 | 6 | Recruitment of highly qualified personnel. | 199.E41.XXXX | $0.00 |
| 4 | 1 | 7 | Recruitment of highly qualified personnel. | 199.41.XXXX | $0.00 |
| 4 | 1 | 9 | Recruitment of highly qualified personnel. | 199.E41.XXXX | $0.00 |
| 4 | 1 | 11 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 2 | 1 | Recruit and retain qualified personnel. | 199.E41.XXXX | $0.00 |
| 4 | 2 | 3 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 2 | 5 | General Fund | 199.E11.XXXX | $0.00 |
| 4 | 2 | 6 | General Fund | 199.E11.XXXX | $0.00 |
| 4 | 2 | 7 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 2 | 8 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 2 | 9 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 3 | 1 | Professional growth opportunities | 199.E41.XXXX | $0.00 |
| 4 | 3 | 2 | Professional growth opportunities | 199.E41.XXXX | $0.00 |
| 4 | 3 | 4 | Professional growth opportunities | 199.E41.XXXX | $0.00 |
| 4 | 4 | 1 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 4 | 2 | General Fund | 199.E41.XXXX | $0.00 |
| 4 | 4 | 4 | General Fund | 199.E41.XXXX | $0.00 |
| 5 | 1 | 7 | Parental Involvement Activities | 199.E61.XXXX | $0.00 |
| 5 | 1 | 11 | Parental Involvement Activities | 199.E61.XXXX | $0.00 |
| 5 | 1 | 20 | Parent access to educational resources. | 199.E61.XXXX | $0.00 |
| 5 | 1 | 22 | Parental Involvement Activities | 199.E21.XXXX | $0.00 |
| 5 | 1 | 22 | Parental Involvement Activities | 199.E61.XXXX | $0.00 |
| 5 | 1 | 23 | Partners In Education Component | 199.E21.6496.XX.XXX.0.XX | $0.00 |
| 5 | 1 | 24 | Partners In Education Component | 199.E21.6496.XX.XXX.0.XX | $0.00 |
| | | | | **Sub-Total** | $1,200,770.00 |

## 201 Title I SIP

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 7 | 1 | | | $431,814.00 |
| | | | | **Sub-Total** | $431,814.00 |

## 206 TEXSHEP

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 5 | 2 | Uniforms and Emergency Clothing for (displaced) students. | 206.E11.6392.F3.802.8.24 | $2,833.00 |
| 1 | 5 | 2 | School supplies for (displaced) students | 206.E11.6399.F3.802.8.24 | $1,500.00 |
| 1 | 5 | 2 | Blankets for 60 (displaced) students. | 206.E11.6399.F3.802.8.24 | $412.00 |
| 1 | 5 | 2 | Credit by Exam for (displaced) students. | 206.E11.6339.F3.802.8.24 | $1,000.00 |
| 1 | 5 | 2 | Emergency Food for (displaced) students. | 206.E11.6499.F3.802.8.24 | $400.00 |
| 1 | 5 | 2 | Hygiene Products for (displaced) students. | 206.E11.6399.F3.802.8.24 | $1,200.00 |
| 1 | 5 | 2 | Official Identification Documents | 206.E11.XXXX.F3.802.8.24 | $115.00 |
| 1 | 5 | 3 | | | $0.00 |
| 1 | 5 | 4 | Dental services for displaced students. | 206.E11.6219.F3.802.8.24 | $4,000.00 |
| 1 | 5 | 4 | Immunizations for displaced students. | 206.E11.6219.F3.802.8.24 | $50.00 |
| 3 | 3 | 2 | Employee travel with the use of TEXSHEP funds. | 206.E21.6411.F3.802.8.24 | $2,843.00 |
| 5 | 1 | 3 | Parental Involvement Activities for Parents. | 206.E61.6239.F3.802.8.24 | $105.00 |
| | | | | **Sub-Total** | $14,458.00 |

## 211 ESEA, TI A IMP

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 4 | | | $30,000.00 |
| 1 | 1 | 5 | | | $0.00 |
| 1 | 1 | 6 | | | $100,000.00 |
| 1 | 1 | 7 | | | $0.00 |
| 1 | 1 | 9 | | | $22,000.00 |
| 1 | 1 | 12 | | | $5,000.00 |
| 1 | 1 | 13 | | | $10,000.00 |

| 1 | 1 | 14 | | | $0.00 |
|---|---|---|---|---|---|
| 1 | 1 | 22 | | | $20,000.00 |
| 1 | 1 | 23 | Vision services for children in schoolwide campuses (exam). | 211.E11.6219.01.802.7.24 | $800.00 |
| 1 | 1 | 23 | Vision services for children in schoolwide campuses (single vision glasses). | 211.E11.6399.01.802.7.24 | $300.00 |
| 1 | 1 | 23 | Vision services for children in schoolwide campuses (exam). - BT for addtional funding was made. | 211.E11.6219.01.802.7.24 | $1,000.00 |
| 1 | 1 | 23 | Vision services for children in schoolwide campuses (single vision glasses). - BT for additional funding was made. | | $1,000.00 |
| 1 | 1 | 25 | SERVICES TO PARTICIPATING PRIVATE NON PROFIT SCHOOLS | 211.E11.6399.00.993.8.30 | $422.00 |
| 1 | 1 | 26 | Summer School - Title I, Part A | 211.E11.6117.00.699.8.24 | $236,982.00 |
| 1 | 2 | 1 | | | $35,059.60 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 2 | 4 | | 199 | $0.00 |
| 1 | 2 | 5 | | | $0.00 |
| 1 | 2 | 6 | | | $0.00 |
| 1 | 2 | 8 | | | $12,000.00 |
| 1 | 2 | 9 | | | $0.00 |
| 1 | 2 | 10 | | | $2,000.00 |
| 1 | 2 | 11 | | | $10,000.00 |
| 1 | 2 | 12 | | | $11,000.00 |
| 1 | 2 | 13 | | | $0.00 |
| 1 | 2 | 14 | | | $65,000.00 |
| 1 | 2 | 15 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $63,000.00 |
| 1 | 3 | 7 | | | $0.00 |

| | | | | | |
|---|---|---|---|---|---|
| 1 | 3 | 9 | | | $0.00 |
| 1 | 3 | 11 | | | $0.00 |
| 1 | 3 | 19 | | 211.11.6399.00.xxx.5.24 | $2,000.00 |
| 1 | 4 | 12 | | | $0.00 |
| 1 | 4 | 16 | | | $10,000.00 |
| 1 | 5 | 1 | Instructional monitoring by Homeless Liaison | 211.E21.6119 | $0.00 |
| 1 | 5 | 3 | Parental Involvement Specialist Salary - Reservation | 211.E61.6119.00.802.8.24 | $47,778.70 |
| 1 | 5 | 4 | Vision Services for displaced student (exams). | 211.E11.6219.F3.802.8.24 | $334.00 |
| 1 | 5 | 4 | Vision Services for displaced students (glasses). | 211.E11.6399.F3.802.8.24 | $451.00 |
| 1 | 7 | 2 | | 211.13.6117.00.803.5.30 | $100,000.00 |
| 1 | 7 | 2 | | 211.21.6239.00.803.5.30 | $2,000.00 |
| 1 | 7 | 2 | | 211.11.6395.Q4.XXX.7.30.000 | $166,357.00 |
| 1 | 7 | 4 | | | $0.00 |
| 1 | 7 | 7 | | | $0.00 |
| 1 | 8 | 2 | Extra Duty Pay, Contracted Services | 211.13.6117.00.803.5.30 | $10,000.00 |
| 1 | 8 | 2 | | 211.21.6239.00.803.5.30 | $2,000.00 |
| 1 | 8 | 3 | Travel resources | | $0.00 |
| 1 | 9 | 1 | Professional Contracted Services by Campuses | 211.E31.6299.CI.001-106.8.30 | $350,000.00 |
| 2 | 2 | 4 | | | $92,000.00 |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | $0.00 |
| 3 | 3 | 2 | Employee travel with the use of Title I funds. | 211.E21.6411.00.802.8.24 | $3,410.00 |
| 4 | 3 | 1 | | | $3,000.00 |
| 5 | 1 | 1 | Parental Involvement Plans | 211.E61.XXXX.P2.802.7.24 | $0.00 |
| 5 | 1 | 2 | Parental Involvement NCLB Requirement for Compliance Purposes | 211.E61.XXXX.802.7.24 | $0.00 |
| 5 | 1 | 3 | Parental Involvement Activities for Parents at Campuses | 211.E61.6239.P2.802.8.24 | $1,775.06 |
| 5 | 1 | 4 | Travel Employee - 2017 Statewide Parental Involvement Conference | 211.E61.6411.P2.802.8.24 | $14,000.00 |

| 5 | 1 | 4 | Family Engagement Book for Parents. | 211.E61.6329.P2.802.8.24 | $2,807.42 |
|---|---|---|---|---|---|
| 5 | 1 | 5 | Parental Involvement Activity - Family Literacy Nights (Books) | 211.E61.6329.P2.802.8.24 | $9,000.00 |
| 5 | 1 | 5 | Parental Involvement Activity - Kits | 211.E61.6399.P2.802.8.24 | $4,200.00 |
| 5 | 1 | 5 | Parental Involvement Snacks for School-Parent Presentations | 211.E61.6499.P2.802.8.24 | $1,203.18 |
| 5 | 1 | 6 | Parental Involvement Activities - Kits | 211.E61.6399.P2.802.8.24 | $15,200.00 |
| 5 | 1 | 6 | Parental Involvement Activities - Snacks for Parent Presentations | 211.E61.6499.P2.802.8.24 | $1,604.24 |
| 5 | 1 | 7 | Parental Involvement Activities | 211.E61.XXXX | $0.00 |
| 5 | 1 | 8 | Parent and Family Engagement Resources | 211.E61.XXXX.P2.802.9.24 | $5,454.00 |
| 5 | 1 | 9 | Parental Involvement Activities - ongoing through Title I & other funding sources. | 211.E61.6XXX.P2 | $0.00 |
| 5 | 1 | 10 | Parental Involvement Activities | 211.E61.XXXX.P2.802.7.24 | $0.00 |
| 5 | 1 | 11 | Parental Involvement Activities | 211.E61.XXXX | $0.00 |
| | | | | **Sub-Total** | $1,470,138.20 |

## 212 ESEA, TIP-C EDMI

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 6 | 1 | Shared Services Arrangement with Region XIX Migrant Education Program | Fund 212 | $0.00 |
| 1 | 6 | 2 | Shared Services Arrangement with Region XIX Migrant Education Program | Fund 212 | $81,539.00 |
| 1 | 6 | 3 | Shared Services Arrangement with Region XIX Migrant Education Program | Fund 212 | $0.00 |
| 1 | 6 | 4 | Fund 212 | Fund 212 | $0.00 |
| 5 | 1 | 9 | | 212 | $0.00 |
| | | | | **Sub-Total** | $81,539.00 |

## 224 IDEA, PART B FORMULA

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | $0.00 |

| | | | | | Sub-Total | $0.00 |
|---|---|---|---|---|---|---|

**244 VOC ED BASIC GRANT**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 8 | | | $0.00 |
| 1 | 4 | 14 | | | $200.00 |
| | | | | Sub-Total | $200.00 |

**255 ESEA, TIIA,TPTR**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | | | $0.00 |
| 1 | 1 | 12 | | | $0.00 |
| 1 | 1 | 17 | | | $85,000.00 |
| 1 | 2 | 1 | | | $120,400.00 |
| 1 | 2 | 5 | | | $35,000.00 |
| 1 | 2 | 6 | | | $0.00 |
| 1 | 2 | 8 | | | $5,000.00 |
| 1 | 2 | 10 | Travel | | $1,300.00 |
| 1 | 2 | 11 | | | $5,000.00 |
| 1 | 2 | 15 | | | $0.00 |
| 1 | 2 | 16 | Program materials and training | | $85,000.00 |
| 1 | 4 | 9 | | | $4,500.00 |
| 1 | 4 | 15 | | | $27,500.00 |
| 1 | 7 | 4 | | | $0.00 |
| 1 | 8 | 3 | | | $0.00 |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | $0.00 |
| 4 | 1 | 1 | Recruitment of highly qualified personnel. | 255.E41.XXXX | $1,500.00 |

| 4 | 1 | 4 | Recruitment of highly qualified personnel. | 255.E41.XXXX | $0.00 |
| 4 | 1 | 5 | Recruitment of highly qualified personnel. | 255.E41.XXXX | $0.00 |
| 4 | 1 | 6 | Recruitment of highly qualified personnel. | 255.E41.XXXX | $0.00 |
| 4 | 1 | 7 | Recruitment of highly qualified personnel. | 255.E41.XXXX | $0.00 |
| 4 | 1 | 9 | Recruitment of highly qualified personnel. | 255.E41.XXXX | $0.00 |
| 4 | 2 | 6 | Federal Grant | 255.E11.XXXX | $0.00 |
| 4 | 3 | 1 | Professional growth opportunities | 255 | $2,000.00 |
| 4 | 3 | 2 | Professional growth opportunities | 255.E41.XXXX | $0.00 |
| 4 | 3 | 4 | Professional growth opportunities | 255.E41.XXXX | $0.00 |
| | | | | **Sub-Total** | $372,200.00 |

**263 ESEA, TIII LEP**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | | | $0.00 |
| 1 | 1 | 12 | | | $0.00 |
| 1 | 1 | 13 | | | $0.00 |
| 1 | 1 | 15 | | | $4,600.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 8 | | | $0.00 |
| 1 | 2 | 11 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 5 | | | $12,000.00 |
| 1 | 3 | 7 | | | $0.00 |
| 1 | 3 | 9 | | | $216,000.00 |
| 1 | 3 | 10 | | | $100,000.00 |
| 1 | 3 | 11 | | | $0.00 |

| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | $0.00 |
|---|---|---|---|---|---|
| | | | | **Sub-Total** | $332,600.00 |

**281 Title IV, Part A SSAEP**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | Robotics Supplies & Materials (STEM) | 281.E11.6399.RB.802.8.24 | $18,373.00 |
| | | | | **Sub-Total** | $18,373.00 |

**410 IMA**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | | | $0.00 |
| 1 | 1 | 15 | | | $20,000.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 2 | 15 | | | $0.00 |
| 1 | 4 | 2 | | | $400,000.00 |
| 1 | 4 | 10 | Textbooks for college prep clases | | $0.00 |
| 1 | 7 | 1 | | | $224,913.00 |
| 1 | 7 | 3 | | | $0.00 |
| 1 | 7 | 7 | | | $0.00 |
| 1 | 8 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $644,913.00 |

**498 CREED Foundation**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 4 | 15 | CREEED Tuition Donation | 498.13.6221.00.803.0.99 | $25,000.00 |
| | | | | **Sub-Total** | $25,000.00 |
| | | | | **Grand Total** | $4,592,005.20 |