

Clint Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



Board Approval Date: July 18, 2019
Public Presentation Date: July 18, 2019

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 Independiente 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, Mike Mackeben at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4041.

Vision

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

2019-2020

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clint ISD had the following demographic information:

Economically Disadvantaged 2018-2019

071901 CLINT ISD	Eligible For Free Meals		Other Economically Disadvantaged		Total Economically Disadvantaged		Not Economically Disadvantaged		Total Count
	Count	%	Count	%	Count	%	Count	%	
	7,535	66.17%	2,322	20.39%	9,857	86.56%	1,815	15.75%	

Clint ISD Ethnicity 2018-2019

Ethnicity	Student Count
Black or African American	42
American Indian or Alaska Native	38
Asian	13
Hispanic	10,815
Native Hawaiian/Other or Pacific Islander	5
Two or More Races	68
White	407

Clint ISD Programs 2018-2019

G & T	CTE	ELL	Bilingual	ESL	Eco - Dis	Title I	At Risk	Military	Foster Care	Students Rec.Ser.	Homeless	Dyslexic
470	3,278	4,194	2,347	1,359	9,857	11,388	7,048	169	16	988	224	62

Grade Level Enrollment 2018-2019

Grade Level	Student Count
Early Education	27
Pre-kindergarten	590
Kindergarten	725
Grade 1	700
Grade 2	761
Grade 3	768
Grade 4	829
Grade 5	890
Grade 6	893
Grade 7	866
Grade 8	934
Grade 9	1,005
Grade 10	850
Grade 11	782
Grade 12	768

Gender Student Count 2018-2019

Gender	Student Count
Female	5,500
Male	5,888

ELL Student Enrollment 2018-2019

		Grade						
		PK	KG	1	2	3	4	5
Clint ISD (071901)	A. ELLs Identified	318	351	364	419	414	410	392
	B. Non-Sp Ed ELLs In Bil	270	291	303	332	333	334	300
	C. Sp Ed ELLs In Bil	22	23	18	30	22	21	22
	D. ELLs In Bilingual	292	314	321	362	355	355	322
	E. Non-Sp Ed ELLs In ESL	0	*	*	0	*	0	0
	F. Sp Ed ELLs In ESL	0	0	0	0	0	*	*
	G. ELLs In ESL	0	*	*	0	*	*	*
	H. ELLs In Sp Ed Only	*	0	0	10	13	11	11
	I. ELLs W/Par. Den	20	29	34	46	46	43	59
	J. ELLs No Programs	0	0	0	0	0	0	0

		Grade						
		6	7	8	9	10	11	12

		Grade						
		6	7	8	9	10	11	12
Clint ISD (071901)	A. ELLs Identified	379	277	244	270	146	106	104
	B. Non-Sp Ed ELLs In Bil	0	0	0	0	0	0	0
	C. Sp Ed ELLs In Bil	0	0	0	0	0	0	0
	D. ELLs In Bilingual	0	0	0	0	0	0	0
	E. Non-Sp Ed ELLs In ESL	283	203	191	145	110	92	84
	F. Sp Ed ELLs In ESL	46	352	21	23	16	10	13
	G. ELLs In ESL	329	238	212	245	133	102	97
	H. ELLs In Sp Ed Only	0	13	*	7	*	*	*
	I. ELLs W/Par. Den	41	26	23	17	0	0	0
	J. ELLs No Programs	0	0	0	0	0	0	0

SPED Student Enrollment 2018-2019

Clint ISD (071901)	Primary Disability										
	OI	OHI	AI	VI	ID	ED	LD	SI	AU	TBI	NCEC
	0	116	13	10	86	48	383	224	86	N/A	10

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 these services due to the fact that over 86% percent of our students are Economically Disadvantaged and over 62% of our students are label as “At-Risk” by the Texas Education Agency. Finally,

37% 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 and be career and college ready.

Demographics Strengths

Clint ISD Graduation Rate 2014-2018

Clint ISD Students are 86% Economically Disadvantaged but still have met the standards on all Domains. Specifically Post-secondary readiness is a strength as well as the graduation rates. The strong graduation rates despite the high number of At-Risk and Economically Disadvantaged numbers indicate that the achievement gap is being narrowed by the time students graduate.

The chart reflects the increase of the Graduation rate over the last five years.

Class	State Average	Regional Average	District Average
2018	N/A	N/A	96.9%
2017	89.7%	86.5%	95.4%
2016	89.1%	85.7%	91.8%
2015	89.0%	84.2%	91.4%
2014	88.3%	83.5%	89.7%

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL Students have increased from 33% to 37% in one year. **Root Cause:** Students are not transitioning out of the bilingual program.

Problem Statement 2: At Risk Students increased from 60% to 62% in one year. **Root Cause:** Students in special populations passing rates on the STAAR do not match their peers.

Problem Statement 3: Special Education Numbers increased to almost 1,000 students from 895 in one year. **Root Cause:** Changes to the identification protocols implemented by TEA.

Problem Statement 5: The gap for ELL students increased during 2018-2019 **Root Cause:** There was a lack of an aligned Bilingual/ESL program in the

district.

Problem Statement 6: Special Education students, have progressed, but are still scoring below the other sub-populations. **Root Cause:** Special education students have large gaps that continue to need to be addressed.

Student Academic Achievement

Student Academic Achievement Summary

TEA has developed a new accountability system based on three domains. Domain I is Students Achievement or the students who take the STAAR test in all areas. Also embedded in Domain I is college and career readiness indicators. Domain II is School Progress or the growth that students make from grade to grade. Domain III is Closing the Gaps by ensuring that all subpopulations are performing consistently with their peers. Domain III addresses ESSA compliance. Also embedded in Domain III is college and career readiness indicators. Reading and Language Arts still continue to be an area of focus for Clint ISD.

Domain I

Grade 3											
Grade 3 Math	2017-2018 School Year					2018-2019 School Year					
	2018 May STAAR - Grade 3 Math					2019 May STAAR - Grade 3 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	836	70%	40%	18%	43	759	77%	44%	21%	47	5
CTW	122	75%	40%	20%	45	127	73%	37%	21%	44	-1
DHE	164	66%	34%	11%	37	139	81%	48%	24%	51	14
FME	167	69%	43%	23%	45	132	73%	37%	11%	40	-5
MVE	107	56%	29%	12%	32	89	82%	60%	28%	57	24
RSE	115	90%	57%	26%	58	113	84%	50%	28%	54	-4
WDS	161	66%	37%	17%	40	159	73%	40%	15%	43	3

Grade 3 Reading	2017-2018 School Year					2018-2019 School Year					
	2018 May STAAR - Grade 3 Reading					2019 May STAAR - Grade 3 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	837	68%	29%	13%	37	761	69%	34%	20%	41	4
CTW	122	69%	30%	16%	38	127	62%	35%	23%	40	2
DHE	164	70%	34%	10%	38	141	75%	45%	27%	49	11
FME	167	61%	21%	10%	31	132	66%	23%	13%	34	3
MVE	107	56%	17%	7%	27	89	69%	31%	21%	40	14
RSE	115	83%	39%	21%	48	113	85%	42%	25%	51	3
WDS	162	69%	32%	14%	38	159	59%	30%	13%	34	-4

Grade 4

Grade 4 Math	2017-2018 School Year					
	2018 May STAAR - Grade 4 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	864	69%	36%	17%	41	
CTW	137	71%	34%	19%	41	
DHE	158	77%	43%	21%	47	
FME	187	57%	24%	9%	30	
MVE	100	82%	54%	31%	56	
RSE	114	74%	41%	21%	45	
WDS	168	63%	30%	11%	35	

	2018-2019 School Year						
	2019 May STAAR - Grade 4 Math						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	832	70%	43%	23%	45	4	4
CTW	119	61%	30%	15%	35	-6	-6
DHE	173	76%	54%	29%	53	6	6
FME	165	69%	41%	18%	43	13	13
MVE	100	66%	41%	26%	44	-11	-11
RSE	111	74%	46%	27%	49	4	4
WDS	164	68%	43%	21%	44	9	9

Grade 4 Reading	2017-2018 School Year					
	2018 May STAAR - Grade 4 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	864	58%	31%	12%	34	
CTW	137	58%	28%	9%	32	
DHE	158	64%	37%	16%	39	
FME	187	43%	19%	9%	24	
MVE	100	64%	36%	15%	38	
RSE	114	68%	40%	18%	42	
WDS	168	58%	29%	11%	33	

	2018-2019 School Year						
	2019 May STAAR - Grade 4 Reading						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	832	66%	33%	14%	38	4	4
CTW	119	62%	25%	13%	33	1	1
DHE	173	70%	39%	19%	43	4	4
FME	165	65%	35%	10%	37	13	13
MVE	100	53%	24%	10%	29	-9	-9
RSE	111	74%	43%	18%	45	3	3
WDS	164	67%	29%	12%	36	3	3

Grade 4 Writing	2017-2018 School Year					
	2018 May STAAR - Grade 4 Writing					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	860	58%	31%	4%	31	
CTW	137	59%	29%	4%	31	
DHE	158	63%	32%	4%	33	
FME	186	53%	28%	3%	28	
MVE	99	60%	37%	6%	34	
RSE	113	64%	35%	4%	34	
WDS	167	51%	29%	5%	28	

	2018-2019 School Year						
	2019 May STAAR - Grade 4 Writing						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	830	61%	28%	7%	32	1	1
CTW	118	51%	20%	4%	25	-6	-6
DHE	173	64%	32%	9%	35	2	2
FME	164	59%	26%	1%	29	1	1
MVE	100	58%	22%	5%	28	-6	-6
RSE	111	63%	31%	7%	34	-1	-1
WDS	164	68%	33%	14%	38	10	10

Grade 5

Grade 5 Math	2017-2018 School Year					
	2018 April & May STAAR - Grade 5 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	923	86%	49%	21%	52	
CTW	154	81%	46%	21%	49	
DHE	187	88%	51%	19%	53	
FME	182	87%	42%	20%	50	
MVE	115	79%	43%	14%	45	
RSE	116	93%	60%	29%	61	
WDS	169	85%	52%	24%	54	

	2018-2019 School Year						
	2019 April & May STAAR - Grade 5 Math						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	899	89%	55%	34%	59	7	
CTW	145	84%	55%	38%	59	10	
DHE	177	91%	64%	44%	66	13	
FME	186	89%	46%	27%	54	4	
MVE	103	92%	64%	35%	64	19	
RSE	116	94%	60%	33%	62	1	
WDS	172	85%	49%	27%	54	0	

Grade 5 Reading	2017-2018 School Year					
	2018 April & May STAAR - Grade 5 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	924	70%	36%	13%	40	
CTW	155	63%	30%	7%	33	
DHE	187	75%	38%	14%	42	
FME	182	71%	40%	17%	43	
MVE	115	67%	27%	8%	34	
RSE	116	78%	45%	17%	47	
WDS	169	67%	38%	15%	40	

	2018-2019 School Year						
	2019 April & May STAAR - Grade 5 Reading						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	899	80%	39%	17%	45	5	
CTW	145	72%	32%	17%	40	7	
DHE	177	85%	47%	20%	51	9	
FME	186	78%	33%	12%	41	-2	
MVE	103	83%	46%	25%	51	17	
RSE	116	84%	47%	18%	50	3	
WDS	172	79%	35%	16%	43	3	

Grade 5 Science	2017-2018 School Year					
	2018 May STAAR - Grade 5 Science					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	920	64%	29%	9%	34	
CTW	154	64%	27%	8%	33	
DHE	186	73%	34%	10%	39	
FME	181	58%	25%	8%	31	
MVE	115	56%	23%	4%	28	
RSE	115	78%	42%	14%	45	
WDS	169	57%	24%	9%	30	

	2018-2019 School Year						
	2019 May STAAR - Grade 5 Science						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	898	69%	38%	17%	41	7	
CTW	143	69%	40%	20%	43	10	
DHE	180	73%	42%	24%	46	7	
FME	186	64%	34%	10%	36	5	
MVE	102	73%	37%	14%	41	13	
RSE	115	71%	41%	16%	43	-2	
WDS	172	65%	35%	16%	39	9	

Grade 6

Grade 6 Math	2017-2018 School Year				
	2018 May STAAR - Grade 6 Math				
	Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	857	70%	36%	10%	39
CJHS	163	69%	37%	12%	39
EMMS	221	52%	20%	5%	26
HMS	230	74%	37%	8%	40
REMS	243	81%	49%	16%	49

	2018-2019 School Year					
	2019 May STAAR - Grade 6 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	888	66%	26%	8%	34	-5
CJHS	173	67%	28%	9%	35	-4
EMMS	217	57%	18%	4%	26	0
HMS	256	66%	26%	8%	33	-7
REMS	242	75%	33%	12%	40	-9

Grade 6 Reading	2017-2018 School Year				
	2018 May STAAR - Grade 6 Reading				
	Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	855	55%	26%	9%	30
CJHS	163	55%	26%	12%	31
EMMS	220	46%	23%	10%	26
HMS	230	60%	26%	7%	31
REMS	242	60%	27%	10%	32

	2018-2019 School Year					
	2019 May STAAR - Grade 6 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	887	51%	22%	8%	27	-3
CJHS	173	53%	29%	15%	33	2
EMMS	216	49%	18%	6%	24	-2
HMS	256	52%	20%	5%	26	-5
REMS	242	50%	22%	9%	27	-5

Grade 7

Grade 7 Math	2017-2018 School Year					
	2018 May STAAR - Grade 7 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	911	70%	31%	11%	37	
CJHS	199	79%	43%	16%	46	
EMMS	249	61%	24%	7%	31	
HMS	221	72%	36%	14%	41	
REMS	242	69%	26%	6%	34	

Grade 7 Math	2018-2019 School Year					
	2019 May STAAR - Grade 7 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	851	73%	38%	13%	41	4
CJHS	159	69%	33%	8%	37	-9
EMMS	211	63%	31%	10%	35	4
HMS	239	77%	39%	15%	44	3
REMS	242	80%	45%	15%	47	13

Grade 7 Reading	2017-2018 School Year					
	2018 May STAAR - Grade 7 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	911	65%	31%	15%	37	
CJHS	199	73%	38%	21%	44	
EMMS	249	59%	22%	10%	30	
HMS	221	64%	34%	14%	37	
REMS	242	65%	32%	16%	38	

Grade 7 Reading	2018-2019 School Year					
	2019 May STAAR - Grade 7 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	852	69%	40%	21%	43	6
CJHS	159	74%	45%	24%	48	4
EMMS	211	62%	38%	17%	39	9
HMS	240	70%	40%	21%	44	7
REMS	242	69%	37%	22%	43	5

Grade 7 Writing	2017-2018 School Year					
	2018 April STAAR - Grade 7 Writing					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	911	59%	29%	6%	31	
CJHS	199	63%	35%	6%	35	
EMMS	249	48%	19%	2%	23	
HMS	221	62%	32%	5%	33	
REMS	242	65%	33%	11%	36	

Grade 7 Writing	2018-2019 School Year					
	2019 April STAAR - Grade 7 Writing					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation
Clint ISD	854	64%	32%	12%	36	5
CJHS	159	64%	28%	13%	35	0
EMMS	211	58%	23%	7%	29	6
HMS	241	66%	32%	7%	35	2
REMS	243	68%	42%	19%	43	7

Grade 8

Grade 8 Math	2017-2018 School Year					
	2018 April & May STAAR - Grade 8 Math					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	718	84%	32%	4%	40	
CJHS	169	85%	35%	5%	42	
EMMS	190	82%	31%	1%	38	
HMS	206	83%	31%	5%	40	
REMS	153	86%	31%	5%	41	

	2018-2019 School Year						
	2019 April & May STAAR - Grade 8 Math						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	658	87%	42%	6%	45	5	
CJHS	141	86%	40%	5%	44	2	
EMMS	192	82%	42%	8%	44	6	
HMS	171	88%	35%	2%	42	2	
REMS	154	92%	51%	8%	50	9	

Grade 8 Math and Algebra I	2017-2018 School Year					
	2018 April & May STAAR - Grade 8 Math & Algebra I					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	862	87%	43%	15%	48	
CJHS	200	88%	45%	15%	49	
EMMS	216	84%	38%	10%	44	
HMS	230	84%	38%	12%	45	
REMS	216	90%	50%	25%	55	

	2018-2019 School Year						
	2019 April & May STAAR - Grade 8 Math & Algebra I						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	923	97%	57%	24%	59	11	
CJHS	210	91%	57%	24%	57	8	
EMMS	241	86%	52%	17%	52	8	
HMS	229	91%	50%	22%	54	9	
REMS	243	95%	68%	33%	65	10	

Grade 8 Reading	2017-2018 School Year					
	2018 April & May STAAR - Grade 8 Reading					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	862	82%	37%	16%	45	
CJHS	200	83%	44%	21%	49	
EMMS	216	82%	33%	15%	43	
HMS	229	79%	31%	13%	41	
REMS	217	83%	40%	17%	47	

	2018-2019 School Year						
	2019 April & May STAAR - Grade 8 Reading						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	924	82%	46%	17%	48	3	
CJHS	211	89%	54%	19%	54	5	
EMMS	241	76%	42%	17%	45	2	
HMS	229	82%	45%	14%	47	6	
REMS	243	82%	45%	19%	49	2	

Grade 8 Science	2017-2018 School Year					
	2018 May STAAR - Grade 8 Science					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	859	70%	42%	20%	44	
CJHS	200	77%	46%	23%	49	
EMMS	216	70%	39%	17%	42	
HMS	231	59%	30%	16%	35	
REMS	212	76%	52%	26%	51	

Grade 8 Science	2018-2019 School Year						
	2019 May STAAR - Grade 8 Science						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	922	77%	41%	16%	45	1	
CJHS	212	79%	42%	17%	46	-3	
EMMS	240	77%	43%	15%	45	3	
HMS	228	74%	34%	12%	40	5	
REMS	242	77%	45%	21%	48	-3	

Grade 8 Social Studies	2017-2018 School Year					
	2018 May STAAR - Grade 8 Social Studies					
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	
Clint ISD	857	65%	29%	15%	36	
CJHS	200	68%	30%	14%	37	
EMMS	215	68%	30%	18%	39	
HMS	230	53%	23%	10%	29	
REMS	212	70%	35%	17%	41	

Grade 8 Social Studies	2018-2019 School Year						
	2019 May STAAR - Grade 8 Social Studies						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference in Raw Score Calculation	
Clint ISD	923	68%	31%	17%	39	2	
CJHS	212	69%	27%	10%	35	-2	
EMMS	240	70%	33%	18%	40	1	
HMS	228	57%	22%	10%	30	1	
REMS	243	74%	42%	28%	48	7	

2017-2018 School Year						
Biology	2018 Spring Biology					Raw Score Calculation
	Total Students	Approaches	Meets	Masters		
Clint ISD	939	79%	46%	11%	45	
CECA	74	99%	84%	35%	73	
CHS	168	81%	51%	18%	50	
HHS	462	75%	41%	6%	41	
MVHS	235	81%	41%	7%	43	

2018-2019 School Year						
Biology	2019 Spring Biology					Difference in Raw Score Calculation
	Total Students	Approaches	Meets	Masters		
Clint ISD	988	82%	50%	14%	49	4
CECA	82	99%	82%	26%	69	-4
CHS	214	79%	50%	19%	49	-1
HHS	442	77%	41%	10%	43	3
MVHS	250	86%	54%	12%	51	8

2017-2018 School Year					
Algebra I	2018 Spring Algebra I				
	Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	913	81%	50%	24%	52
CECA	50	100%	70%	26%	65
CHS	145	81%	50%	26%	52
HHS	367	79%	40%	14%	44
MVHS	207	70%	31%	6%	35
CJHS	31	100%	100%	68%	89
EMMS	26	100%	96%	73%	90
HMS	24	100%	100%	71%	90
REMS	63	100%	94%	75%	89

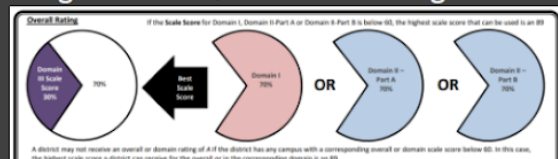
2018-2019 School Year						
Algebra I	2019 Spring Algebra I					Difference in Raw Score Calculation
	Total Students	Approaches	Meets	Masters		
Clint ISD	1025	90%	67%	39%	65	13
CECA	55	100%	91%	45%	79	14
CHS	160	88%	56%	27%	57	5
HHS	335	82%	51%	24%	52	8
MVHS	209	89%	60%	33%	61	26
CJHS	69	100%	93%	62%	85	-4
EMMS	49	100%	90%	55%	82	-8
HMS	59	100%	97%	78%	92	2
REMS	89	100%	97%	75%	91	2

Student Academic Achievement Strengths

Domain II continues to be a strength for Clint ISD and Domain II increased from an 83 to a 91. Student progress is reflected in the growth percentages by campus. During 2018-2019, all levels improved as reflected by the charts below.

Overall Ratings

The district and campus overall rating is based on the better outcome of Student Achievement (Domain I) and School Progress (Domain II-Part A and Domain II-Part B) scaled scores at a weight of 70%. The Closing the Gaps (Domain III) scaled score will be weighted at 30%. The total weighted outcome of the two scaled scores will be used to calculate the overall score.



Level	Campus	Domain I	Domain II – Part A	Domain II – Part B	Domain III Scale Score	Best of Domain I-II (70%) Domain III (30%)	Overall Score	Overall Letter Grade
District	Clint ISD	77 (C) 85/85	70 (C) 79/79	83 (B) 91/91	76 (C) 76/77	DII-B: 83 (58.1) DIII: 76 (22.8) DII-B: 91 (63.7) DIII: 76 (22.8) DII-B: 91 (63.7) DIII: 77 (23.1)	81 87 87	B B B

		2017-2018 School Year					
Grades 3-5	2018 Grades 3-5 Summarized Results						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation		
	Clint ISD	2649	68%	35%	13%	39	
	DHE	516	73%	38%	13%	41	
	RSE	345	78%	45%	19%	47	
	MVE	330	66%	32%	12%	37	
	WDS	500	64%	34%	13%	37	
	CTW	414	67%	33%	13%	38	
FME	544	63%	30%	12%	35		

		2018-2019 School Year					
Grades 3-5	2019 Grades 3-5 Summarized Results						
	Total Students	Approaches	Meets	Masters	Raw Score Calculation	Difference of Raw Scores	
	Clint ISD	2527	73%	39%	19%	44	5
	DHE	506	77%	45%	24%	49	8
	RSE	341	79%	45%	21%	48	1
	MVE	298	72%	40%	20%	44	7
	WDS	498	71%	37%	17%	42	5
	CTW	391	68%	35%	19%	41	3
FME	493	71%	34%	13%	39	4	

**Campuses ranked by 2019 Raw Score Calculation.*

Grades 6-8		2017-2018 School Year				
		2018 Grades 6-8 Summarized Results				
		Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	2662	69%	33%	13%	38	
REMS	715	73%	37%	16%	42	
CJHS	563	73%	38%	16%	42	
HMS	694	68%	31%	12%	37	
EMMS	691	63%	27%	10%	33	

		2018-2019 School Year				
		2019 Grades 6-8 Summarized Results				
		Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	2700	72%	37%	15%	41	3
REMS	740	75%	42%	20%	46	4
CJHS	548	74%	39%	16%	43	1
HMS	741	71%	33%	13%	39	2
EMMS	671	67%	33%	13%	38	5

**Campuses ranked by 2019 Raw Score Calculation.*

High School EOC		2017-2018 School Year				
		2018 Spring EOC Summarized Results				
		Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	2508	70%	44%	12%	42	
CECA	155	97%	82%	24%	68	
CHS	517	73%	53%	19%	48	
MVHS	619	67%	38%	8%	38	
HHS	1204	68%	40%	9%	39	

		2018-2019 School Year				
		2019 Spring EOC Summarized Results				
		Total Students	Approaches	Meets	Masters	Raw Score Calculation
Clint ISD	2574	75%	51%	16%	47	5
CECA	230	97%	85%	34%	72	4
CHS	535	76%	54%	19%	50	2
MVHS	622	75%	49%	14%	46	8
HHS	1187	70%	46%	13%	43	4

**Campuses ranked by 2019 Raw Score Calculation.*

Also, Clint ISD did well on the new Career College and Military Readiness rating. This year's rating increased by 21% and was the highest in Region 19.

Campus	2019 CCMR Rate*	2018 CCMR Rate
Clint ISD	72	51
Clint High School	96	54
Mountain View High School	68	43
Horizon High School	56	41
Clint Early College Academy	101	100

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause:** Not all students

progressed during 2018-2019

Problem Statement 2: The gap for ELL students increased during 2018-2019 **Root Cause:** There was a lack of an aligned Bilingual/ESL program in the district.

Problem Statement 3: Sixth grade students during 2018-2019 performed below, in comparison, to other grade levels in the district. **Root Cause:** Students have large gaps that continue to need to be addressed.

Problem Statement 4: Special Education students, have progressed, but are still scoring below the other sub-populations. **Root Cause:** Special education students have large gaps that continue to need to be addressed.

Problem Statement 5: Teacher pedagogy and levels of fragment are not consistent in all classrooms. **Root Cause:** There is a lack of vertical alignment of a lesson cycle in the classrooms across the district.

Problem Statement 6: Student passing rates are not above the state in all tested areas. **Root Cause:** Class-loads are not the direct cause

District Processes & Programs

District Processes & Programs Summary

2018-2019 Accountability

For 2018-2019, all campuses were rated "C" or higher and the District was rated as a "B" Accountability Rating System. The District improved from an 81 to and 87 from the previous year. Projected District and Campus Ratings (OnPoint and Axiom Projections listed)

Level	Campus	Domain I	Domain II – Part A	Domain II – Part B	Domain III Scale Score	Best of Domain I-II (70%) Domain III (30%)	Overall Score	Overall Letter Grade
Elementary Schools	CTW	65 (D) 71/71	75 (C) 72/74	72 (C) 79/79	72 (C) 71/71	DII-A: 75 (52.5) DIII: 72 (21.6) DII-B: 79 (55.3) DIII: 71 (21.3) DII-B: 79 (55.3) DIII: 71 (21.3)	74 77 77	C C C
	DHE	72 (C) 77/77	67 (D) 86/88	72 (C) 85/85	74 (C) 87/92	DI: 72 (50.4) DIII: 74 (22.2) DII-A: 86 (60.2) DIII: 87 (26.1) DII-A: 88 (61.6) DIII: 92 (27.6)	73 86 89	C B B
	FME	64 (D) 71/70	60 (D) 85/86	70 (C) 79/77	66 (D) 78/77	DII-B: 70 (49.0) DIII: 66 (19.8) DII-A: 85 (59.5) DIII: 78 (23.4) DII-A: 86 (60.2) DIII: 77 (23.1)	69 83 83	D B B
	MVE	67 (D) 73/73	75 (C) 85/86	75 (C) 82/82	78 (C) 79/78	DII-A: 75 (52.5) DIII: 78 (23.4) DII-A: 85 (59.5) DIII: 79 (23.7) DII-A: 86 (60.2) DIII: 78 (23.4)	76 83 84	C B B
	RSE	76 (C) 77/77	77 (C) 72/72	85 (B) 85/85	79 (C) 83/83	DII-B: 85 (59.5) DIII: 79 (23.7) DII-B: 85 (59.5) DIII: 83 (24.9) DII-B: 85 (59.5) DIII: 83 (24.9)	83 84 84	B B B
	WDS	67 (D) 71/71	62 (D) 75/77	73 (C) 78/78	69 (D) 73/73	DII-B: 73 (51.1) DIII: 69 (20.7) DII-B: 78 (54.6) DIII: 73 (21.9) DII-B: 78 (54.6) DIII: 73 (21.9)	72 77 77	C C C

Level	Campus	Domain I	Domain II – Part A	Domain II – Part B	Domain III Scale Score	Best of Domain I-II (70%) Domain III (30%)	Overall Score	Overall Letter Grade
Middle Schools	CJHS	76 (C) 76/75	79 (C) 69/69	87 (B) 87/86	77 (C) 73/73	DII-B: 87 (60.9) DIII: 77 (23.1) DII-B: 87 (60.9) DIII: 73 (21.9) DII-B: 86 (60.2) DIII: 73 (21.9)	84 83 82	B B B
	EMMS	67 (D) 71/70	59 (F) 60/63	77 (C) 82/81	62 (D) 45/53	DII-B: 77 (53.8) DIII: 62 (18.6) DII-B: 82 (57.4) DIII: 45 (13.5) DII-B: 81 (56.7) DIII: 53 (15.9)	73 71 73	C C C
	HMS	73 (C) 73/73	66 (D) 63/63	81 (B) 82/82	72 (C) 62/63	DII-B: 81 (56.7) DIII: 72 (21.6) DII-B: 82 (57.4) DIII: 62 (18.6) DII-B: 82 (57.4) DIII: 63 (18.9)	78 76 76	C C C
	REMS	76 (C) 78/78	75 (C) 69/70	87 (B) 89/89	77 (C) 69/75	DII-B: 87 (60.9) DIII: 77 (23.1) DII-B: 89 (62.3) DIII: 69 (20.7) DII-B: 89 (62.3) DIII: 75 (22.5)	84 83 85	B B B

Level	Campus	Domain I	Domain II – Part A	Domain II – Part B	Domain III Scale Score	Best of Domain I-II (70%) Domain III (30%)	Overall Score	Overall Letter Grade
High Schools	CECA	96 (A) 96/96	81 (B) 90/90	96 (A) 96/96	94 (A) 100/100	DI: 96 (67.2) DIII: 94 (28.2) DII-B: 96 (67.2) DIII: 100 (30.0) DII-B: 96 (67.2) DIII: 100 (30.0)	95 97 97	A A A
	CHS	82 (B) 88/87	75 (C) 83/83	83 (B) 92/92	79 (C) 78/78	DII-B: 83 (58.1) DIII: 79 (23.7) DII-B: 92 (64.4) DIII: 78 (23.4) DII-B: 92 (64.4) DIII: 78 (23.4)	82 88 88	B B B
	HHS	73 (C) 80/80	70 (C) 78/79	75 (C) 82/82	62 (D) 74/72	DII-B: 75 (52.5) DIII: 62 (18.6) DII-B: 82 (57.4) DIII: 74 (22.2) DII-B: 82 (57.4) DIII: 72 (21.6)	71 80 79	C B C
	MVHS	72 (C) 83/83	60 (D) 84/84	76 (C) 86/86	65 (D) 77/77	DII-B: 76 (53.2) DIII: 65 (19.5) DII-B: 86 (60.2) DIII: 77 (23.1) DII-B: 86 (60.2) DIII: 77 (23.1)	73 83 83	C B B

New Teacher Center Program

During the 2018-2019 school year, Clint ISD implemented the New Teacher Center Coaching Model. The program entails providing dedicated support for teachers through a mentorship and coaching model. Teachers are tiered based on their experience and provided supports by the staff. The purpose of the program is to retain teachers in the first few years of their teaching careers through designated supports.

The following chart shows the program aspects:

New Teacher Center Targets

Solution	Audience	Benefits
Teacher Induction	New Teachers	Improved student achievement, increased new teacher effectiveness and retention, reduced district recruiting costs, and expanded teacher leadership opportunities.
Instructional Coaching	All Teachers	Improved student achievement, elevated instructional practice, increased educator effectiveness, and expanded teacher leadership opportunities.
Early Learning	Early Childhood and Elementary Instructional Leaders	Improved program quality, deepened understanding of teaching and learning best practices to support young learners, and alignment across early childhood and elementary practice.
School Leadership	School Leaders, District Leaders, Teacher Leaders	Improved student learning, improved teacher effectiveness, and expanded teacher leadership opportunities. Networked leaders aligned to common district instructional vision.

Retention Rate - Overall 86% Retention 2018 -2019; Overall 84% Retention 2017 -2018

A 2% Increase in retention from the pervious year.

New Staff By Area

During 2018-2019 new programs were added which included the addition of new teachers at all levels. Elementary campuses received additional bilingual, special education, and fine arts teachers. Middle school campuses received special education programs (as needed), fine arts teachers, and AVID elective teachers. High School campuses received new FTE's for AVID Elective teachers and special education programs (as needed). The additional of several new FTE's necessitated the need to add an additional Mentor Coordinator. and a Fine Arts Coordinator These Coordinators will assist with supporting new teachers in their areas. The Mentor Coordinator is part of the TPTR grant to retain teachers and is part of our District of Innovation Plan.

Program	Number of New Teachers
Special Education Teachers	22
Bilingual Teachers	12
AVID Elective Teachers	6
Fine Arts Teachers	11

District Processes & Programs Strengths

Instructional Program

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. Continuing to offer college readiness programs is vital to student success especially based on our high At-Risk population. The campuses will be monitoring all instruction at a heightened level during 2019-2020. This district will also move to a 3-6-9 Common Assessment program in which we will have formative assessments for students at these intervals.

District Committees and Operations

The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2019-2020 is the inclusion of the Instructional Leadership Team which meets monthly with all Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR. The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and advise the Superintendent. This committee also approves all requests for waivers and reviews the bond projects. The Superintendent's Cabinet has regularly scheduled meetings in which the District's leadership develops and implements the District's strategic plan both instructionally and operationally. The Superintendent's Parental Advisory Committee or Super PAC advises the district on concerns/issues they may have. This committee also receives information about district programs and events. Coupled with the Super PAC is the Super SAC, of Superintendent's Student Advisory Committee. This committee also advises the superintendent from a students' point of view. An integral part of the District's operations is the use of technology, automation, and online tools. The Stakeholders have ways of reporting issues, gathering information, and corresponding with district staff.

District of Innovation

Clint ISD will start its second year as a District of Innovation., 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. The following exemptions were sought to assist the District and the organization 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; the plan will be active through July 20, 2022. This approval also created the New Teacher Mentor Coordinator program. This program enables staff to utilized the protocols of the New Teacher Center to provide coaching for new staff ensuring their continued success in the profession. The two mentor coordinators assist teachers daily through this research based coaching model.

Safety and Support

For the safety and support 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. For 2019-2020, no grant funds are again available and Clint ISD is funding the program to have 10 to 12 SRO's daily in the District. The District SRO's also conduct presentations for our students the following:

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The need for uniformed officers continues to be a focus at our campuses. **Root Cause:** The potential attack from outside individuals remains a threat.

Problem Statement 2: The need for extra support of new staff requires additional mentor coordinators. **Root Cause:** More than 30 new teachers have been hired who will need support.

Problem Statement 3: The New Teacher Center requires additional training in their protocols. **Root Cause:** Staff have been hired/added who have not been trained.

Perceptions

Perceptions Summary

Clint ISD has adopted and embraced the Core Leadership Values.



CLINT INDEPENDENT SCHOOL DISTRICT CORE VALUES

WE ARE

Committed to student success as a shared responsibility among students, parents, educators, the School Board and the community.

Learner Centered by ensuring that all students receive quality teaching and engaging instruction.

Innovative in using global thinking and technology to empower students to become lifelong learners.

Nurturing by creating an educational environment where all students are socially and emotionally supported, safe and valued.

Transparent through open communication, leadership, accountability and integrity.

Independent **S**chool **D**istrict

#WeAreClintISD

The expectation of all staff is to focus on these instructional Core Values.

District Committees and Operations

The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2019-2020 is the inclusion of the Instructional Leadership Team which meets monthly with all Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR.

The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and advise the Superintendent. This committee also approves all requests for waivers and reviews the bond projects. The Superintendent's Cabinet has regularly scheduled meetings in which the District's leadership develops and implements the District's strategic plan both instructionally and operationally. The Superintendent's Parental Advisory Committee or Super PAC advises the district on concerns/issues they may have. This committee also receives information about district programs and events. Coupled with the Super PAC is the Super

SAC, of Superintendent's Student Advisory Committee. This committee also advises the superintendent from a students' point of view. An integral part of the District's operations is the use of technology, automation, and online tools. The Stakeholders have ways of reporting issues, gathering information, and corresponding with district staff.

Clint ISD's Attendance Rate was 95.89% 2018-2019.

The table below indicates the attendance by campus and the District total.

2018-2019 Attendance	Final Attendance Rate
Clint High School	96.06%
Mountain View High School	95.37%
Horizon High School	94.99%
Clint Early College Academy	97.45%
Clint Junior High School	96.40%
East Montana Middle School	96.17%
Horizon Middle School	96.16%
Ricardo Estrada Middle School	96.46%
W. D. Surratt Elementary	95.87%
Red Sands Elementary	96.16%
Desert Hills Elementary	96.13%
Montana Vista Elementary	95.57%
Frank Macias Elementary	95.84%
C.T. Welch Elementary	95.85%
Clint ISD Total	95.84%

The Instructional Leadership team reviewed attendance procedures with all administration and the expectations. The targets will be closely monitored to ensure we have over 96% attendance.

Classroom observations reveal that not all teachers are teaching at the same level. The Accountability Team as well as the Instructional Coordinators visited classrooms throughout 2018-2019 and found various levels of teaching in each classroom. For 2019-2020, all classrooms will be implementing the Fundamental 5 as well as AVID strategies. The Instructional Services Department will monitor

teachers in need of support and provide the appropriate mentorship of any teachers in need of support.

Perceptions Strengths

Clint ISD Supports and Service

Students in Clint ISD have a smaller teacher to student ratio than our neighboring Districts. Our Treat Every Student Like a VIP begins with lower class sizes to support our students instructionally. Clint ISD also has two counselors at most campuses and the Communities in Schools Program to support students. During 2019, the District has began implemented the Sandford Harmony program to assist our students with having social emotional learning (SEL) supports. The District has a cusotmre service protocol in which all stakeholders are treated with repect and diligence. For the last two years, the District has had a dedicated support staff member to work with parent's who have concerns. Concerns are addressed immediately and the administration monitors all concerns. Furthermore, the District's leadership from Superintendent to Cabinet, meet with parents on a regular basis to support their needs.

Clint ISD has average classload well below the state averages which the chart indicates.

	2018	2018	2018
	Enrollment	FTE	AVG Class Size
CHS	667	42.05	15.9
MVHS	812	53.65	15.1
HHS	1553	93.3	16.6
CECA	330	15.8	20.9
CJHS	561	26.6	21.1
EMMS	694	39.9	17.4
HMS	697	41.6	16.8
REJHS	708	40.4	17.5
WDS	1022	57	17.9
RSE	759	44	17.2
DHE	1073	58.5	18.3
MVE	668	37.7	17.7
FME	1075	58	18.5
CTW	902	50.8	17.8

The second table shows the increases in staff and salaries over the last five years. As the chart demonstrates, the student ratios are lower than the state averages while salaries are well above them.

School	Description	2014	2015	2016	2017	2018
CHS	Avg. Enrollment (School)	616	588	621	645	667
	FTE	55.17	54.03	56.15	57.92	55.28
	Student per FTE (School)	11.2	10.9	11.1	11.1	12.1
	Avg. Exp. - District	8.5	10.3	11.7	10.8	12
	Student to Teacher Ratio (School)	15.6	14.9	14.9	15.1	15.9
	Average Teacher Salary	\$52,322	\$53,496	\$52,962	\$53,838	\$54,287
MVHS	Avg. Enrollment (School)	844	792	798	766	812
	FTE	78.38	78.99	76.42	77.75	71.53
	Student per FTE (School)	10.8	10	10.4	9.9	11.4
	Avg. Exp. - District	11.2	12	13.5	12.8	10.7
	Student to Teacher Ratio (School)	15	13.5	13.9	13.3	15.1
	Average Teacher Salary	\$52,772	\$53,415	\$54,480	\$54,126	\$53,486
HHS	Avg. Enrollment (School)	1,143	1,176	1,138	1,547	1,553
	FTE	84.84	96.23	90.13	121.9	117.96
	Student per FTE (School)	13.5	12.2	12.6	12.7	13.2
	Avg. Exp. - District	10.2	9.5	8.3	8.5	8.3
	Student to Teacher Ratio (School)	17.2	17.3	15.1	16.1	16.6
	Average Teacher Salary	\$52,454	\$52,337	\$51,919	\$52,676	\$52,538

School	Description	2014	2015	2016	2017	2018
CECA	Avg. Enrollment (School)	195	219	361	348	330
	FTE	14	13.5	20	23.7	19.93
	Student per FTE (School)	13.9	21.6	18	14.7	16.6
	Avg. Exp. - District	5.4	5.2	8.8	8.6	8.7
	Student to Teacher Ratio (School)	18.6	26.5	22.7	19.7	20.9
	Average Teacher Salary	\$49,704	\$50,469	\$54,604	\$52,568	\$53,189
CJHS	Avg. Enrollment (School)	473	491	520	533	561
	FTE	35.66	38.04	37.96	36.52	35.77
	Student per FTE (School)	13.3	12.9	13.7	14.6	15.7
	Avg. Exp. - District	9.9	9.3	8.7	8	9.3
	Student to Teacher Ratio (School)	17.6	17.4	18.4	19.4	21.1
	Average Teacher Salary	\$50,726	\$51,186	\$51,504	\$51,646	\$52,775
EMMS	Avg. Enrollment (School)	703	693	655	675	694
	FTE	54	57.33	54.18	58.4	55.05
	Student per FTE (School)	13	12.1	12.1	11.6	12.6
	Avg. Exp. - District	11.3	8.7	10.8	9.5	10.5
	Student to Teacher Ratio (School)	17.4	17.3	16	16.4	17.4
	Average Teacher Salary	\$52,935	\$52,289	\$53,363	\$52,148	\$53,171
HMS	Avg. Enrollment (School)	982	959	948	685	697
	FTE	68.34	70.43	68.84	59.51	59.28
	Student per FTE (School)	14.4	13.6	13.8	11.5	11.8
	Avg. Exp. - District	9.2	10.1	10	8.9	8.6
	Student to Teacher Ratio (School)	20	18.7	18.7	16.6	16.8
	Average Teacher Salary	\$52,390	\$52,945	\$51,960	\$51,883	\$51,551

School	Description	2014	2015	2016	2017	2018
REJHS	Avg. Enrollment (School)	858	854	867	712	708
	FTE	64.5	68.67	69.68	61.49	56.18
	Student per FTE (School)	13.3	12.4	12.4	11.6	12.6
	Avg. Exp. - District	9.7	9.2	8.9	9.5	10.7
	Student to Teacher Ratio (School)	17.1	16.6	17.6	16.5	17.5
	Average Teacher Salary	\$51,580	\$52,127	\$52,587	\$52,304	\$53,606
WDS	Avg. Enrollment (School)	1009	1067	1061	1017	1022
	FTE	67.2	77.75	87.76	83.17	76.13
	Student per FTE (School)	15	13.7	12.1	12.2	13.4
	Avg. Exp. - District	9.5	9.8	11.1	11.3	10.7
	Student to Teacher Ratio (School)	19.8	18.2	15.5	16.7	17.9
	Average Teacher Salary	\$51,965	\$52,227	\$52,974	\$53,530	\$53,741
RSE	Avg. Enrollment (School)	939	847	838	797	759
	FTE	60.68	60.42	66.39	65.7	61.17
	Student per FTE (School)	15.5	14	12.6	12.1	12.4
	Avg. Exp. - District	13	14.1	13.1	11.8	11.7
	Student to Teacher Ratio (School)	20.2	18.4	16.5	17.1	17.2
	Average Teacher Salary	\$53,790	\$55,102	\$54,608	\$54,590	\$54,165
DHE	Avg. Enrollment (School)	1,129	1,153	1,146	1,110	1,073
	FTE	78.97	81.75	79.37	85.75	82.63
	Student per FTE (School)	14.3	14.1	14.4	12.9	13
	Avg. Exp. - District	9.8	10	9.4	8.8	9.5
	Student to Teacher Ratio (School)	19.4	19.7	20.1	19.3	18.3
	Average Teacher Salary	\$51,796	\$52,377	\$52,392	\$52,847	\$53,871

School	Description	2014	2015	2016	2017	2018
MVE	Avg. Enrollment (School)	788	722	746	699	668
	FTE	58.88	61.89	59.29	60.39	56.85
	Student per FTE (School)	13.4	11.7	12.6	11.6	11.7
	Avg. Exp. - District	9.5	10.8	11.7	11.1	12.1
	Student to Teacher Ratio (School)	18	17.3	18.6	17.4	17.7
	Average Teacher Salary	\$51,590	\$52,742	\$53,565	\$53,263	\$54,360
FME	Avg. Enrollment (School)	1,232	1,140	1,038	1,045	1,075
	FTE	80.21	81.71	79	80.17	79.29
	Student per FTE (School)	15.4	14	13.1	13	13.6
	Avg. Exp. - District	11.5	11.7	11.5	9.2	11.1
	Student to Teacher Ratio (School)	19.2	18.5	18	17.7	18.5
	Average Teacher Salary	\$52,728	\$53,491	\$53,730	\$53,240	\$53,760
CTW	Avg. Enrollment (School)	938	972	975	932	902
	FTE	66.91	70.59	75.75	79.67	64.95
	Student per FTE (School)	14	13.8	12.9	11.7	13.9
	Avg. Exp. - District	10.3	9	10.3	8.7	9.8
	Student to Teacher Ratio (School)	18.5	18.2	15.98	15.5	17.8
	Average Teacher Salary	\$52,389	\$52,139	\$54,044	\$53,877	\$53,987

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance was below the 96% target rate for the year. **Root Cause:** Students attendance rates are not consistent from campus to campus.

Problem Statement 2: Student passing rates are not above the state in all tested areas. **Root Cause:** Class-loads are not the direct cause

Problem Statement 3: Teacher pedagogy and levels of fragment are not consistent in all classrooms. **Root Cause:** There is a lack of vertical alignment of a lesson cycle in the classrooms across the district.

Priority Problem Statements

Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided.

Root Cause 1: Not all students progressed during 2018-2019

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The gap for ELL students increased during 2018-2019

Root Cause 2: There was a lack of an aligned Bilingual/ESL program in the district.

Problem Statement 2 Areas: Demographics - Student Academic Achievement

Problem Statement 3: Sixth grade students during 2018-2019 performed below, in comparison, to other grade levels in the district.

Root Cause 3: Students have large gaps that continue to need to be addressed.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Special Education students, have progressed, but are still scoring below the other sub-populations.

Root Cause 4: Special education students have large gaps that continue to need to be addressed.

Problem Statement 4 Areas: Demographics - Student Academic Achievement

Problem Statement 5: The need for uniformed officers continues to be a focus at our campuses.

Root Cause 5: The potential attack from outside individuals remains a threat.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Attendance was below the 96% target rate for the year.

Root Cause 6: Students attendance rates are not consistent from campus to campus.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals




Revised/Approved: July 17, 2019





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









Performance Objective 1: Teachers will utilize the TRS - curriculum and instruction system, instructional resources and student services 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 1) The district and campus administration will 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: 211 ESEA, TI A IMP - 85000.00						
2) The district will provide ongoing training on planning with IFD and YAG in content areas for teachers and campus leadership.	2.4	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.	2.4	C&I Instructional Staff	Training dates, sign-in sheets, classroom observations, agendas, artifacts: student work				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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, ELAR, and GT, Dyslexia. The district will purchase language program booklets for campuses in need to support students with dyslexia.	2.5, 2.5	Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches, Teachers	Meeting agendas, sign-in sheets, purchase orders, instructional material allotment (IMA) artifacts, new adoption artifacts, Istation for Reading and Math universal screener, FPC Literacy Kits, library inventories, activity reporting forms, Family Nights, Science adoption to teach TEKS, Robotics competition, student participation and involvement, New Teacher Center supplies.				
	Funding Sources: 211 ESEA, TI A IMP - 118077.60, 410 IMA - 0.00, 263 ESEA, TIII LEP - 0.00, 255 ESEA, THIA, TPTR - 2000.00, 199 GENERAL FUND - 333000.00						
Comprehensive Support Strategy 5) The district will develop CA's in order to progress monitor the student's academic growth and curriculum alignment in all core content areas. CA's will be online and completed by all campuses following the CA assessment schedule. Designated supports for special populations will be available via online tools.	2.4	Campus administration, Teachers, Curriculum and Instruction, Curriculum Coaches	CA development documents, Eduphoria-Aware, data dialogues				
	Funding Sources: 211 ESEA, TI A IMP - 2000.00						
6) 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. Interventions will include: Fall Intersessions, Spring Intersessions, Summer Intersessions and during the school year supports.	2.6	Curriculum and Instruction, Campus Administration, Counselors	Completion rate, graduation rate SSI passing rates Intersession student rosters Student improvement data				
	Funding Sources: 211 ESEA, TI A IMP - 100000.00, 199 GENERAL FUND - 0.00						
Comprehensive Support Strategy 7) The district will monitor the implementation of student level interventions through RtI and monthly principal meetings.	2.6	Curriculum and Instruction, campus administration, curriculum coaches	Meeting agendas, Skyward RtI data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 8) The district will ensure campuses utilize data derived from common assessments and intervention programs to guide and improve teaching and learning.		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 - 31000.00						
9) 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 such as the Fundamental Five.	2.5	Instructional Services, Campus Administration	Formative: Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM Lead4ward, Fundamental Five				
	Funding Sources: 255 ESEA, TIIA, TPTR - 21200.00						
10) The district will monitor classroom rigor and alignment of instruction during the academic school year to include summer school programs.	2.6	Curriculum and Instruction, Campus Administration, Curriculum Coaches	Eduphoria walkthrough data, common assessments, Istation, Think Through Math, STAAR and TELPAS results, lesson plans				
	Funding Sources: 199 GENERAL FUND - 2000.00						
11) 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 - 88560.00, 199 GENERAL FUND - 1000.00, 263 ESEA, TIII LEP - 0.00						
12) Provide funding for supplemental technology equipment, audio visual equipment, and learning software and consumable resources which align with District initiatives.	2.5	Instructional Services & Campus Administration	Formative: Benchmarks, reading assessments, ISTATION LITERACY, DRA, Summative : STAAR, IDEL, TELPAS, PBM				
	Funding Sources: 211 ESEA, TI A IMP - 29517.60, 199 GENERAL FUND - 21000.00, 263 ESEA, TIII LEP - 0.00, 281 Title IV, Part A SSAEP - 500.00						
13) The District will enhance student higher level thinking processes by providing a Robotics program and provide via transportation, and competition fees for the program.	2.5	Curriculum and Instruction, Instructional Technology Coordinators	Student competition results				
	Funding Sources: 281 Title IV, Part A SSAEP - 47368.95, 199 GENERAL FUND - 1000.00, 211 ESEA, TI A IMP - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
14) Provide material and resources for fall & spring intersessions and summer accelerated instruction programs.	2.6	Instructional Services, Campus Administration	Formative: Benchmarks, reading assessments, ISTATON 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, ISTATON LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM				
	Funding Sources: 263 ESEA, TIII LEP - 0.00, 410 IMA - 175000.00						
16) Monitor 9 Week Assessment Data through PLC's and data dialogues to ensure quality interventions are aligned to student need.	2.5, 2.6	Instructional Services, Accountability	Eduphoria Reports, Data Dialogues, PLC agendas				
TEA Priorities Recruit, support, retain teachers and principals 17) The district will provide mentoring for instruction and provide support to address concerns by dedicating staff to mentor new teachers. The District will utilize the New Teacher Center to support students.	2.4	Instructional Services, Campus Administration, Mentor Coordinators	Formative: Benchmarks, reading assessments, ISTATON LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM				
	Funding Sources: 255 ESEA, TIIA, TPTR - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 18) Implement the Lead4Ward Learning Series to develop campus administration as instructional leaders. All administration will either complete the Planning Instruction or Evidence of Learning Strands	2.4	Curriculum and Instruction, Accountability	Classroom Observations, Professional Development logs, STAAR scores				
	Funding Sources: 255 ESEA, TIIA, TPTR - 25000.00						
19) The district and campus administration will conduct classroom walkthroughs which are aligned to the T-TESS which 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, ISTATON LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, PBM				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 20) Conduct the T-TESS component of the Student Learning Objective (SLO) Process for all teachers to include the following: SLO identification Tracking of Students Progress Year End Success and Reflect Process	2.5	Instructional Services, Accountability	SLO Tracking documents, SLO Rubrick, Eduphoria Reports				
	21) The district will provide universal Pre-Kindergarten instruction to students of Clint ISD in order to prepare children transitioning into Kindergarten.						
Funding Sources: 199 GENERAL FUND - 0.00							
22) The district will develop digital nine week assessments aligned with the Triumph Targets for K-2.	2.4	Elementary Instructional Coordinators	Formative: ISTATION Summative: ISTATION and end of year assessments				
23) The district will provide vision services (exam & single vision glasses) to children in schoolwide campuses that are not insured to assist children in their achieve academic success.	2.4, 2.4	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 - 2500.00						
24) The District will offer Pregnancy Related Services (PRS) to support students in home-bound or at school programs.	2.4, 2.5, 2.6	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 - 2000.00						
25) The district will hold an annual and ongoing consultation meeting(s) with eligible Private Non Profit Schools regarding participation in Title I programs and services.	2.4	Federal Programs Director Federal Programs Specialist	Email Communication Sign In Sheets of meetings Phone and Contact Logs				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						

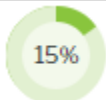


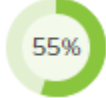
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 26) The District will provide a Summer School program which includes summer resources , accelerated instruction and supports. Content will be offered in the following: LitCamp (Reading Program), Math, Reading, End of Course Remediation and other identified core subject areas.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	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 - 209490.49						
27) The District will provide instruction/resources for students with auditory and visual impairments that will allow them access to supported instruction.	2.4, 2.6	SPED Director, Assistant SPED Director, Instructional Services	Student Progress Reports				
	Funding Sources: 199 GENERAL FUND - 84200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							







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

Performance Objective 2: District and campus staff will participate in professional learning opportunities throughout the 2019-2020 school year, with an emphasis on Meets and Masters Grade Level Performance on Domain II .

Evaluation Data Source(s) 2: Performance gaps among all student groups will be closed as evidenced on Domain III - Closing the Gaps and from data on state mandated assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) The district and campuses will provide researched-based professional development for all staff.		Curriculum and Instruction Campus Administration 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				
2) The district will provide/attend professional development for GT.		Advanced Academics Coordinator	Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS.				
3) The district will provide/attend professional development for new teachers to the district and staff.		Assistant Superintendents of C & I Office of Academics and Compliance	Sign in sheets, certificates of completion, agendas, teacher walkthroughs				
4) The district will provide a mentorship program for new teachers.		Curriculum & Instruction	Sign in sheets, certificates of completion, agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 5) The district will provide/attend professional development on the PLC process, ARD, Section 504, SPED, Dyslexia, CTE, and LPAC procedures and best practices.		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 - 25885.00						
6) The district will provide opportunities for staff to attend professional development with the intent to bring strategies back to district personnel.		Assistant Superintendents of C & I	Training dates, certificates of completion, agendas				
	Funding Sources: 211 ESEA, TI A IMP - 0.00, 244 VOC ED BASIC GRANT - 0.00, 263 ESEA, TIII LEP - 0.00, 255 ESEA, TIIA, TPTR - 0.00, 199 GENERAL FUND - 29800.00						
7) Continue with the Laying the Foundation Program for all Algebra I teachers to align TRS with online Algebra I resources and best teaching practices.	2.6	Secondary Math Coordinator, Campus Principals					
	Funding Sources: 255 ESEA, TIIA, TPTR - 25000.00						
8) District personnel will attend Assistant principal 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, Alt., STAAR PBM				
	Funding Sources: 255 ESEA, TIIA, TPTR - 1000.00, 199 GENERAL FUND - 0.00, 211 ESEA, TI A IMP - 0.00						
9) District staff will provide/attend professional development in the following areas to enhance instruction district-wide: Math, Science, Social Studies, ELA/Reading and Writing, ELA strategies for ELL's, AVID, PBIS. ESL Supplemental Exam Preparation.		Instructional Services	Formative: New Teacher retention rates, surveys, Benchmarks, reading assessments, ISTATION LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, AYP, Alt., STAAR PBM				
	Funding Sources: 199 GENERAL FUND - 11700.00, 211 ESEA, TI A IMP - 12800.00, 263 ESEA, TIII LEP - 0.00, 255 ESEA, TIIA, TPTR - 0.00						
10) 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, Alt., STAAR PBM				
	Funding Sources: 199 GENERAL FUND - 75200.00, 211 ESEA, TI A IMP - 0.00						








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
11) 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				
Comprehensive Support Strategy 12) The District will continue to implement a writing program in grades 6th through 10th to align the curriculum.	2.6	Instructional Services, Campus Administration	Formative: Unit Assessments, Walkthroughs, CBA's, STAAR data				
Funding Sources: 211 ESEA, TI A IMP - 0.00, 199 GENERAL FUND - 0.00							
13) The district will provide training and coaching on the Google classroom initiative and one-to-one initiative.	2.5	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, 410 IMA - 0.00							
Comprehensive Support Strategy 14) 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	2.5	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 - 75000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

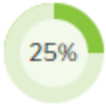






Goal 1: The District will be a model of high standards for student academic excellence.



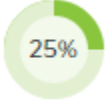
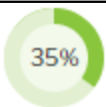


Performance Objective 3: The District will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among student groups (ELLs and Special Education) by the end of the 2019-2020 school year.







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






Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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				
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.				
Comprehensive Support Strategy 4) The district will provide training for all Bilingual Teachers in the use and implementation of the transitional early exit model.	2.6	Curriculum and Instruction, Coordinator of Bilingual	Sign-In Sheets, Agendas, training materials, lesson plans, walkthroughs, T-TESS observations				
Funding Sources: 211 ESEA, TI A IMP - 0.00, 263 ESEA, TIII LEP - 0.00, 199 GENERAL FUND - 0.00							
Comprehensive Support Strategy 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.	2.6	Curriculum and Instruction, Coordinators of Bilingual/ESL	Sign-in-sheets, agendas, training materials and resources and lesson plans. Increase of use of ELPS in core content areas and lesson plans. Increase in state assessment scores in all content core subjects.				
Funding Sources: 263 ESEA, TIII LEP - 0.00, 199 GENERAL FUND - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 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.	2.6	Curriculum and Instruction, Coordinators of Bilingual/ESL Campus Administration Curriculum Coaches	Lesson plans, walkthroughs, T-TESS 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.	2.6	Coordinator of Bilingual	Lesson plans, sign-in-sheets, student attendance rosters, progress monitoring sheets. Increase in language proficiency for each student by domain in TELPAS scores and OLPT scores. 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, T-TESS observations, student artifacts				
Comprehensive Support Strategy 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.	2.6	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. Grades, state assessments, benchmarks				
Funding Sources: 211 ESEA, TI A IMP - 0.00, 199 GENERAL FUND - 250000.00, 263 ESEA, TIII LEP - 0.00							
Comprehensive Support Strategy 10) The District will implement a program for elementary and secondary ELL students which it provides English Language Development strategies for teachers.	2.6						
Funding Sources: 263 ESEA, TIII LEP - 240000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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							
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 - 35000.00							
Comprehensive Support Strategy 13) The district will conduct feeder pattern meetings for special education and ELL teachers to analyze data, evaluate strategies, and monitor student progress.	2.6	Special Education Coordinators, Bilingual and ESL Coordinators	Agendas Sign-In Sheets				
14) 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.	2.6	Special Education Coordinators, Instructional Services	Classroom observations, student artifacts, sign in sheets, agendas				
Comprehensive Support Strategy 15) The district will analyze data to monitor student academic growth for students receiving special education services.		Special Education Coordinators	Completed SEPM Packet				
16) The district will assist and monitor campus SSI Interventions for all students (Between first and second administration).	2.6	Special Education Coordinators, Curriculum and Instruction	Classroom observations, student artifacts, sign in sheets, agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 17) 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				
Comprehensive Support Strategy 18) The district will provide support on inclusive practices and strategies for both special education and general education teachers.	2.6	Special Education Coordinators, Instructional Services	STAAR Scores Student achievement records Eduphoria data				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
Comprehensive Support Strategy 19) The District and Campuses 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.		Campus Administrators, SPED Director, Assistant Director and Instructional Services	Inclusion Logs Master Schedules Classroom Observations				
20) The District will provide materials and resources to SPED personnel in order to make classroom instruction accessible to students receiving special education services.	2.4, 2.6	SPED Director, Assistant Director, Instructional Services	Purchase Requisitions Classroom Observations				
Funding Sources: 199 GENERAL FUND - 82963.61							
21) The District will provide outside agency medical services to students as per ARD.	2.4, 2.6	SPED Director, Assistant Director	Purchase Requisitions Medical Evaluations				
Funding Sources: 199 GENERAL FUND - 3500.00							
22) Students receiving special education will be provided the opportunity to participate in the Special Olympics to improve academic progress through motivation to meet academic and eligibility requirements. The following will be provided: event equipment, event supplies/materials, travel and subsistence	2.6	Special Education Teachers Special Education Department	Increased participation during both events in March and April.				
Funding Sources: 199 GENERAL FUND - 7650.00							




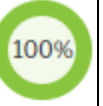


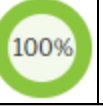


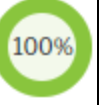

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
23) The Special Education Department will purchase evaluation materials to appropriate SPED personnel in order to properly evaluate students.		Director of Special Education, Assistant Director of Special Education	Student evaluation results				
Funding Sources: 199 GENERAL FUND - 50868.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







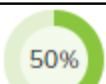

Goal 1: The District will be a model of high standards for student academic excellence.








Performance Objective 4: The District will provide students opportunities to be college and career ready throughout the 2019-2020 school year.

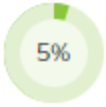




Evaluation Data Source(s) 4: Student enrollment and completion will increase in AP, DC, CTE courses as evidence on the State Accountability reports for Domain I - College, Career Military Readiness

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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 - 80000.00						
2) Provide Dual Credit and AP resources (textbooks and tuition) for students to be successful.		Secondary Instruction, Campus Administration	Purchase Orders, Dual Credit Rosters IMA Forms				
	Funding Sources: 410 IMA - 100000.00, 199 GENERAL FUND - 60000.00						
3) The district will monitor that high schools offer dual credit courses through El Paso Community College and/or UT Austin OnRamps.		Campuses and Instructional Services	Master schedules, Skyward				
	Funding Sources: 199 GENERAL FUND - 0.00, 211 ESEA, TI A IMP - 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, 211 ESEA, TI A IMP - 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				
	Funding Sources: 199 GENERAL FUND - 0.00, 211 ESEA, TI A IMP - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
6) The counselors and/or college readiness facilitators will educate students on how to investigate a college of their choice. They will also assist with: college admissions financial aid opportunities Texas grant program opportunities counseling services to enroll in the appropriate high school courses		Campus Administration College Readiness Facilitators, Counselors, Advanced Academics Coordinator	Completed college applications Student sign in sheets Student scholarship summary College fair sign-in sheets				
7) The district will support middle school campuses in promoting enrollment at the Clint Early College Academy as per the TEA BluePrint.		Campus Administration	CECA enrollment				
8) The district will promote opportunities for teachers to be trained for AP and Pre-AP courses.		Campus Administration Instructional Services	Certificates of Completion				
Funding Sources: 255 ESEA, TIIA, TPTR - 18400.00							
9) 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: 410 IMA - 25000.00							
10) 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				
11) 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)				
Funding Sources: 211 ESEA, TI A IMP - 85000.00, 199 GENERAL FUND - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
12) 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				
13) The district will promote CTE programs, certifications that can be obtained, and best industry practices for students in CTE programs.		Campus Administration Instructional Services	CTAT membership(s)				
Funding Sources: 244 VOC ED BASIC GRANT - 13000.00							
14) Ensure students have a Career Interest software for all Career Readiness classrooms .		CTE Coordinator, Instructional Technology Coordinators	Usage Reports				
Funding Sources: 199 GENERAL FUND - 17500.00							
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		Secondary Instruction	Masters Enrollment EPCC credentialing reports Master Schedules				
Funding Sources: 498 CREED Foundation - 27000.00, 255 ESEA, TIIA, TPTR - 30000.00							
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 16) Clint ISD will continue 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.	2.4, 2.5, 2.6, 2.6	Advanced Academic Coordinator	CCI(AVID Document) Improved Grades.				
Funding Sources: 211 ESEA, TI A IMP - 88492.29							








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 17) Special Education Department will support career readiness for middle school and high school students receiving services through district-wide Career Day activities. Travel and Subsistence is provided by the Special Education Department.	2.5	Transition Team Special Education Teachers SPED Director SPED Asst. Director	Increased interest in career readiness will impact academic success in preparation for life after high school graduation.				
Funding Sources: 199 GENERAL FUND - 1100.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 5: By May 2020, Clint ISD will increase the student CCMR score by 5% over the previous year.

Evaluation Data Source(s) 5: TEA CCMR Domain Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p>TEA Priorities Connect high school to career and college 1) Audit all high school students to ensure they have an opportunity to have a career or college readiness activity.</p>	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	Increase in CCMR as reflected on TEA report, Skyward Audit System				
<p>TEA Priorities Connect high school to career and college 2) Enroll students in college prep English and Math Courses to ensure they are college ready.</p>	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	Master Shedule review, College Prep passing report				
<p>TEA Priorities Connect high school to career and college 3) Increase the number of students who are taking and meeting the passing standards on the TSI.</p>	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	TSI passing report, CCMR Report				
<p>TEA Priorities Connect high school to career and college 4) Create opportunities for CTE students to obtain licenses and certifications</p>	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	Report, Annual increase in certifications				
<p>TEA Priorities Connect high school to career and college 5) Provide students the opportunity to take higher level courses for college credit through various programs which include, dual credit, OnRamps, and AP credits.</p>	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	CCMR Report increase				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 6) Ensure students are provided information about careers in the military through counseling events at the campuses.	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	CCMR Rates				
TEA Priorities Connect high school to career and college 7) Create opportunities for students to earn an associates degree with El Paso Community College through district-wide programs offered at Clint High School and the Clint Early College Academy.	2.5	Campus Administration, Counselors, Advanced Academics Coordinator	CCMR increase				
= Accomplished = Continue/Modify = No Progress = Discontinue							






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

Performance Objective 6: The District will provide opportunities for Homeless Students to be academically successful and complete all academic requirements for graduation.

Evaluation Data Source(s) 6: The District will offer supplemental social and academic support to identified students.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) The District Homeless Liaison will work with campus personnel to ensure homeless students are on track with attendance, grades, tutoring, high school credits and post high school education.	2.5, 2.6, 2.6	Federal Programs Director; Parental Involvement Specialist / Homeless Liaison; Counselors	Student follow-up report; Credit recovery student assessment form				
Funding Sources: 211 ESEA, TI A IMP - 55512.94							
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>2) The District Homeless Liaison will provide intervention activities/programs to provide opportunities for the homeless students to be academically successful.</p> <p>Activities include: Fund 206 - Extra-duty costs for tutoring and homework assistance for (displaced) students. - School supplies for (displaced) students. - Excess cost for transportation services for displaced students to participate in the TEHCY tutoring program (only). - Educational Field Trips to local college/university Fund 211 - Services to (displaced) students - emergency clothing/uniforms.</p>	2.5, 2.6	Federal Programs Director; Parent Involvement Specialist / Homeless Liaison	Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates.				
Funding Sources: 206 TEHCY - 22680.00, 211 ESEA, TI A IMP - 1000.00							




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
3) The District will provide a Homeless Liaison 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.	2.5, 2.6, 2.6	Federal Programs Director; Parent Involvement Specialist / Homeless Liaison	TEHCY Mid-Year and End of Year Reports; Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






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

Performance Objective 7: Provide opportunities for migrant students to be academically successful and complete all credit requirements for graduation.

Evaluation Data Source(s) 7: The ESC 19 Migrant Education Program in collaboration with the district will provide high-quality academic and social opportunities for identified students.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 1) Region 19 ESC Migrant Education Program will provide identified students with opportunities to recover credits through collaborative efforts with credit recovery program(s).	2.5, 2.5, 2.6, 2.6	SSA - Region 19 Migrant Education Program / Federal Programs Director	Number of credits earned by migrant students.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) ESC 19 Migrant Education Program will provide intervention programs which include: supplemental instruction, summer programs, middle school retreat, reading & biology camps, and college workshops.	2.5, 2.5, 2.6, 2.6	SSA - ESC 19 Migrant Education Program Clint ISD Federal Programs Director	Student involvement; graduation rates, completion rates, attendance rates.				
TEA Priorities Connect high school to career and college 3) Region19 ESC Migrant Education Program will provide identified students with information on opportunities for post secondary education.	2.5, 2.5, 2.6, 2.6	SSA - Region 19 Migrant Education Program / Federal Programs Director	Student enrollment in college prep. courses; graduation rates, completion rates, attendance rates.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
4) Ensure federal grants are in compliance by attending Professional development activities that include: migrant related conference(s) - through ESC SSA and/or the Migrant Advisory Council Meetings hosted by ESC 19.	2.5, 2.6, 2.6	Region 19 ESC Migrant Education Program SSA Clint ISD Federal Programs Director	Formative: Approved grant activities. Summative: Annual audit				
Funding Sources: 212 ESEA, TIP-C EDMI - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 8: The District will create opportunities for students to expand their use of the one-on-one device program to continue promoting 21ST Century learning environments for 100% of all Clint ISD students.

Evaluation Data Source(s) 8: STAAR data, STaR Chart data, T-TESS evaluations

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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.	2.5	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 - 0.00, 199 GENERAL FUND - 300000.00, 201 Title I SIP - 0.00, 211 ESEA, TI A IMP - 0.00			
2) Provide technology training to District staff in a variety of areas to include but not limited to: *Skyward *Lesson Planning *Interactive Flat Panels *Istation *Data Disaggregation *RTI *Online resources (such as System 44) *Office 365 *Google		Chief Technology Officer Campus Administration Instructional Technology Coordinators	Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional Technology Website Meeting agendas, purchase orders, activity reporting forms, student participation and involvement				
				Funding Sources: 211 ESEA, TI A IMP - 0.00			
3) Provide support to campuses through the Instructional Technology Support Coordinators to assist with integrating technology in the classroom	2.5	Instructional Services 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 - 280000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
4) Provide training opportunities for district staff to attend conferences and other technology related workshops to include: *TCEA *ISTE *TNT *EdTech		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						
5) Provide training opportunities for Technology for District staff on ways to integrate technology		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 - 0.00						
6) Provide teachers with resources to create 21st Century learning environments for all students in the District	2.5	Instructional Services, Technology Department	Student Reports Classroom Inventory Purchase Requisitions Classroom Observations				
	Funding Sources: 410 IMA - 0.00, 211 ESEA, TI A IMP - 357220.00, 199 GENERAL FUND - 49500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 9: The District will consistently monitor how technology is integrated into the mainstream curriculum to support the improvement of scores on the STAAR exams across all tested areas for 2019 2020.

Evaluation Data Source(s) 9: Technology integration will be increased by 10% as reflected on the STaR Chart

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Provide support to campuses through the Instructional Technology Support Coordinators to assist with integrating technology in the classroom	2.5	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 - 195000.00			
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 *Office 365 *Google Classroom *Ipad App Integration		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 - 0.00			
3) Provide training opportunities for district staff to attend conferences and other technology related workshops to include: *TCEA *ISTE *TNT *EdTech		Campus Administration, Instructional Technology Coordinators	Training logs Sign-in sheets Classroom walk-throughs				
				Funding Sources: 211 ESEA, TI A IMP - 0.00			






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
4) Provide training opportunities for Technology for District staff on ways to integrate technology		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 - 0.00						
5) Create and enhance online resources for teachers in the classroom		Instructional Technology Support Coordinators Executive Director of Technology	Online Resources Clint teacher tools app				
	Funding Sources: 199 GENERAL FUND - 0.00						
6) Provide technology and software to SPED staff and students receiving SPED services when necessary to make classroom instruction more accessible.	2.4, 2.6	SPED Director, Assistant SPED Director, Instructional Services	Purchase Requisitions Student performance on assessments				
	Funding Sources: 199 GENERAL FUND - 62035.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 10: 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 2019-2020 school year.

Evaluation Data Source(s) 10: The District will offer supplemental social and academic opportunities and support to at-risk students.

Summative Evaluation 10:

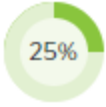

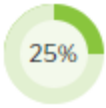

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Communities In Schools (CIS) Coordinators 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.</p>	2.4, 2.5, 2.5, 2.6, 2.6, 3.2, 3.2	Federal Programs Director Campus Administrators	Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates.				
Funding Sources: 211 ESEA, TI A IMP - 364000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









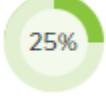

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.





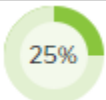

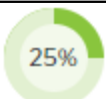



Performance Objective 1: The District will foster an educational environment that will ensure the safety of all students and staff.






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.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) The District has joined with El Paso County to conduct Community Policing Services (COPS) on the District Campuses.	2.5, 2.5	Operational Services Department Security Services	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, 281 Title IV, Part A SSAEP - 0.00						
2) The District will schedule personnel in order to have wider coverage on weekends and provide security support during extra-curricular activities and after school hours. *All areas of Clint District.		Campus Principals; Security Services	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, use and maintain all surveillance cameras at all campuses as a deterrent and to provide additional vigilance.		Operational Services Dept.; Campus Administration; Security Services	Review of camera data; Walk-throughs (weekly)				
	Funding Sources: 199 GENERAL FUND - 0.00						
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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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							
6) Assess campus needs and provide maintenance as needed at the campuses		Maintenance Department, Campus Principals, Head Custodians	Work Order Review				
7) 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							
8) The District's drug canine unit will make unannounced visits to campuses as well as be "on call."		Security Supervisor	Reduced campus drug incidents as evidenced by PEIMS discipline records (as scheduled). Salary and reoccurring costs will be covered via local and grant funding (if available)				
Funding Sources: 199 GENERAL FUND - 0.00							
9) 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							
10) Annually revise Emergency Operations Plan in accordance with the mandates identified in S.B.11 and train Campus Principals to ensure implementation.		District Safety Specialist	Development of Emergency Operations Plan as required under legislation. (August)				
Funding Sources: 199 GENERAL FUND - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
11) Provide Crisis Management training to all campuses once a year.		District Safety Specialist	Sign-in sheets (August)				
Funding Sources: 199 GENERAL FUND - 0.00							
12) 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							
13) 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)				
14) 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).		Security Services Operational Services Campus Administration	Anonymous Alert Reports Campus Follow Up logs				
15) 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				
16) The School Resource Officer(s) will be housed at schoolwide campuses to provide policing services.	2.5, 2.6	Federal Programs Director Elementary & Secondary Curriculum Department Assistant Superintendents Chief Financial Officer Security Services Campus Administration	SRO Logs Attendance Logs Purchase Order Contracted Services Contact Logs				
Funding Sources: 281 Title IV, Part A SSAEP - 255900.00, 199 GENERAL FUND - 0.00							




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
17) Create a work and learning environment optimal for collaboration for special education personnel. Also provide materials to ensure student confidentiality.		SPED Director, Assistant SPED Director	Procedures, Protocols followed consistently in the department measured by employee evaluations.				
Funding Sources: 199 GENERAL FUND - 16070.00							
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Provide students with counseling services in the following areas: *Suicide prevention *Conflict resolution *Violence prevention *Harassment and dating violence *Enrichment Program *Self-esteem class Teachers would like to be trained on social-emotional behavior. Increase counselors due to problem students. Take away administrative duties from counselors.		Counseling staff, Advanced Academics Coordinator, Campus Administration	Less student issues due to counseling supports				
2) Implement the Sanford Harmony Social and Emotional Program in grades PK- 8th with the following focus themes: *Diversity and Inclusion *Empathy and Critical Thinking *Communication *Problem Solving *Peer Relationships	2.6	Advanced Academics Coordinator, Campus Counselors Teachers	Counselor presentation schedules and classroom visits				
3) Utilize counselors, CIS and other support staff to offer services to students with needs in the following areas: *Dyslexia treatment programs *Pregnancy related services *Dropout prevention *Truancy prevention *Behavioral support programs		Counseling staff, Advanced Academics Coordinator, Campus Administration	Less student issues due to district-wide supports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 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 - 0.00						
5) 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 2018 - May 2019)				
6) The District will have all required campus staff complete modules on the Safe Schools training platform on mental health first aid to assist students and adults.		Advanced Academics Coordinator; Campus Counselors	Safe Schools Reports On-going Professional training on campus for critical issues such as suicide prevention.				
	Funding Sources: 199 GENERAL FUND - 0.00						
7) Campuses will ensure measures are in place to: *prevent bullying *identify bullying either in person or *through Anonymous Alerts *ways to respond to bullying by campus administration *conduct parent informational about bullying		Campus Administration, Assistant Superintendents for Elementary and Secondary	Parent Presentations on bullying. Sign In Sheets Follow Up Logs				
	Funding Sources: 199 GENERAL FUND - 0.00						
8) Provide professional development to the counseling staff so that they can support students on the campuses		Advanced Academics Coordinator	Training Logs				
9) District will provide resources to maintain an effective transition program for students with special needs.	2.6	SPED Director, Assistant SPED Director, Transition Specialist and job coaches	Monitor number of Community Based Instruction activities.				
	Funding Sources: 199 GENERAL FUND - 0.00						






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
10) Each campus will implement a mental wellness intervention team who will follow up on any student who makes an outcry which is related to mental health.		Campus Administration, Advanced Academics Coordinator	Students support will be maximized, reports and campus intervention teams.				
11) The District has a drop out prevention specialist who works with students in jeopardy of not graduating from high school or how we are trying to recapture.	2.6	Drop Out Prevention Counselor,	Reports, Weekly review of the Leaver Report.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Clint ISD will ensure all School Health Advisory Committee requirements are met

Evaluation Data Source(s) 3: SHAC Meetings and minutes

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Hold the required SHAC Committee meetings as per TEA guidelines to ensure student health programs are being implemented		Director of Student Support, Science Coordinator	Logs, Agenda's Minutes, Administrative Regulation review				
 = Accomplished  = Continue/Modify  = 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.

Summative Evaluation 1:











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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	Cabinet members will evaluate presentations and will evaluate requests and make recommendations. (Annually March - April)				
2) The District will review staffing requirements, needs and requests.		Cabinet Members	Presentations will be made by the Principals and Department Heads to the Cabinet. (Annually March - April)				
= Accomplished = Continue/Modify = 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:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) The District will approve, implement, and fund Instructional programs.		Instructional Services Staff	Formative: Benchmarks, Reading Assessments, Early Literacy Assessments Summative : STARR, STAAR ALT, STAAR L, TELPAS, EOC, and PBMAS - (September)				
	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.		Transportation Director	Quarterly Reports				
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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, Annual Statewide Parental Involvement Conference, and Regional (local) Parental Engagement Conference, Learning for Change Summit (Spring), etc.	2.4, 3.1	Chief Financial Officer, Clint ISD Federal Programs Director Title I Coordinator, Federal Programs Specialist, Parental Involvement Specialist	Formative: Approved grant activities. Summative: Annual audit				
Funding Sources: 199 GENERAL FUND - 12300.00, 206 TEHCY - 2750.00							
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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 SchoolFirst Report, and PEIMS Submissions - January-May 2019 during the budget process				
Funding Sources: 199 GENERAL FUND - 0.00							
= Accomplished = Continue/Modify = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Review and ensure all SchoolFirst requirements are met at the highest level possible.		Cabinet Members	Formative: Cabinet review and reports Summative: SchoolFirst Report PEIMS Submissions/Annual Audit Report (Budget Year)				
= Accomplished = Continue/Modify = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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 = 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:





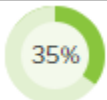
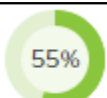
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) The District will improve the at-risk coding of students District-wide.		PEIMS; Department Staff; District and Campus Staff	Annual PEIMS submissions (Monthly) / District website, call out system (both staff and community), newsletters, and local newspaper advertisements.				
= Accomplished = Continue/Modify = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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		HR Department	Vacancy Reports; Feedback from universities (October, March, May) Attended UTEP College of Education Job Fair				
	Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA, TPTR - 6000.00						
2) Create posters that promote Clint ISD and distribute to regional colleges and also use social media.		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	TEA Compliance Report				
4) Present to UTEP Education majors during their tenure in the program of the benefits and working for Clint ISD.		HR Department	Feedback from UTEP students (Once per semester)				
	Funding Sources: 255 ESEA, TIIA, TPTR - 0.00						
5) Attend meetings and workshops in the Region 19 area and network to share District's staffing needs.		HR Department	Monitor and review volume of applicants for vacancies. (ongoing)				
	Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA, TPTR - 0.00						
6) Post positions on various social media sites, such as Facebook, Twitter, Educational websites and via Applitrack.		HR Department	Monitor and review volume of applicants for vacancies. (ongoing)				
	Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA, TPTR - 0.00						








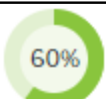
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
7) Contact ACP programs to recruit applicants who meet the Equity Plan requirements.		HR Department	Monitor and review volume of applicants for vacancies. (ongoing)				
8) Recruit and hire certified aides and substitutes.		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							
9) Provide the Clint ISD community employment opportunities.		HR Department	Monitor and review volume of applicants for vacancies. (ongoing); Customer service via telephone and online assistance. (ongoing)				
10) 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 = No Progress = Discontinue							






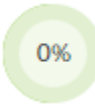

Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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; Human Resources 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.		HR Department	Teacher Class Load Reports (July - August)				
Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA, TPTR - 0.00							


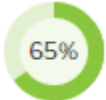





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
7) Recognize and honor employees for the following life events: Births, Illness, Bereavement.		HR Department	Feedback from employees. (ongoing)				
	Funding Sources: 199 GENERAL 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 / Social Media.		HR Department	Feedback from employees. (ongoing)				
	Funding Sources: 199 GENERAL FUND - 0.00						
 = Accomplished  = Continue/Modify  = 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Provide services and support for school administrators in all areas of employee relations and employee management.		HR Department	Training evaluation forms; internal surveys to include a climate survey.				
Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA,TPTR - 0.00							
2) Provide yearly staff development training for district support staff.		HR Department	Training evaluation forms (as needed)				
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 via social media and email.		HR Department	Human Resources newsletter; Registration numbers for trainings; Region 19 surveys (ongoing)				
4) Provide opportunities for employee advancement by supporting the following initiatives: Aspiring Administrators		HR Department	Feedback from employees; Presentation evaluations; Employee request for topics (as requested)				
Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA,TPTR - 0.00							
TEA Priorities Recruit, support, retain teachers and principals	2.5, 2.6	Secondary Curriculum & Instruction Superintendent Clint ISD Federal Programs Director Designated Mentors	Training sign in sheets and handouts Observation tools Classroom Walkthrough(s) Data Completion of Practicum Completion of university coursework Pulse check meetings				
5) Finalize the Principal Preparation Program by providing an internship program in collaboration with Sul Ross State University (SRSU) for the Fall semester of the 2019-2020 school year. Current candidates will be required to complete the practicum and coursework. Grant program expenditures have been extended through August 2019 by TEA.	Funding Sources: 256 PRINCIPAL PREP GRANT - 121116.61						






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May







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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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)				
	Funding Sources: 199 GENERAL FUND - 0.00						
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)				
	Funding Sources: 199 GENERAL FUND - 0.00						


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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  = 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 Clint ISD.






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.









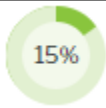
Summative Evaluation 1:





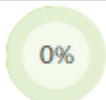




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p>1) The District/Campuses in collaboration with parents will refine and improve the District & Campus Parent & Family Engagement Policy to help parents and other family members 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.</p> <p>Campuses will refine the school-parent compact annually to ensure how all stakeholders (teachers, parents, students, administration, school community) will work together to support student's success.</p>	3.1, 3.1, 3.2	Federal Programs Director Parental Involvement Specialist Campus Principals Parent & Family Engagement Campus Representatives	Submission of plan(s) to the Federal Programs Department (September 2019) Agenda Sign In Sheet Meeting Minutes				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
2) The District/Campuses in collaboration with parents and other family members will evaluate the District Parent & Family Engagement Policy to help parents and other family members understand the importance of parental involvement in our schools. The District Plan will be evaluated annually.	3.1, 3.1, 3.2	Federal Programs Director Parental Involvement Specialist Campus Principals Parent & Family Engagement Campus Representatives	Agenda Sign In Sheet Evaluation of District Parental Involvement Plan (May 2020) Meeting Minutes Recommendations made to plan				
3) The District will provide parents the opportunity to attend the Annual Regional Parental Engagement Conference and other training opportunities to engage parent participation and improve district-home relations. Parent and Family Engagement P2 budgets has been allocated to SW campuses for program activities.	3.1, 3.1, 3.2, 3.2	Campus Principals Parent & Family Engagement Campus Representatives Federal Programs Director Parental Involvement Specialist	Flyers Sign-In Sheets Contact Logs Agendas (November 2019)				
4) During the 2019-2020 school year, campuses have been allocated the Title I, Part A Parent & Family Engagement funding to support the Statewide Parental Engagement Conference and other PFE conferences. Campuses will process required paperwork for such activities/events at the school-level.	3.1, 3.2, 3.2	Campus Principals Parent & Family Engagement Campus Representatives Federal Programs Director Parental Involvement Specialist	Sign-in sheet (registration form) Event Confirmation Purchase Order Professional Development Form Flyers Agenda Meeting Minutes/Notes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p>5) Elementary schools will hold at Parent & Family Engagement activities during the school year. Resources/books may be provided to parent(s)/guardian(s). Light snacks will be provided to parents at meetings held at schools.</p> <p>Secondary schools will hold Parent & Family Engagement activities during the school year. Light snacks will be provided to parents at meetings held at schools.</p>	3.1, 3.2, 3.2	<p>Campus Principals Parent & Family Engagement Campus Representatives</p> <p>Federal Programs Director Parental Involvement Specialist</p>	<p>Flyers Agendas Sign-In Sheets Contact Logs Presentation information</p>				
6) Elementary schools and Secondary schools will host Parent Information Nights to highlight programs and offer information.	3.2	<p>Campus Principals Parent & Family Engagement Campus Representatives</p>	<p>Flyers Sign-In Sheets Contact Logs, Agendas (July 2019- June 2020)</p>				
7) 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.	3.2	<p>Federal Programs Director Instructional Officer</p>	<p>Sign-In Sheets Agendas End of Year Surveys</p>				
8) The District and it's schools 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, SPED parent training, credit and graduation requirements.	3.2	<p>Campus Administrators</p> <p>Federal Programs Director</p>	<p>Sign-In Sheets, Agendas, End of Year Surveys (July 2019-June 2020)</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
9) The District will monitor Parental Involvement programs/activities.	3.2	Campus Principals Parent & Family Engagement Campus Representatives Federal Programs Director Parent Involvement Specialist	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.)				
10) The District will publicize Campus Parent events in district publications.	3.2	Director of Public Relations Federal Programs Director	Documentation in calendars and publications. (Monthly)				
11) Provide parents with resources via the District's webpage.		Elementary Curriculum & Instruction Secondary Curriculum & Instruction Federal Programs Director Parent Involvement Specialist Technology Services Department Public Relations Department	Website data Parent feedback (Monthly)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
12) The District and it's schools will provide sample (standardized) formats for the communication with parents.		Elementary Curriculum & Instruction Secondary Curriculum & Instruction Federal Programs Director Parent Involvement Specialist Public Relations Department	End of year surveys Permission slips Brochures (July 2019 - June 2020)				
13) 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)				
14) 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)				
15) The District will utilize the parent call out system to keep parents informed of District events.		Director of Public Relations	Skylert Reports (July - June)				
16) 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				
17) The District will maintain a District website with current calendars, news and other district information.		Director of Public Relations, Technology Department	Website Visitor Comments and Hits (Updated weekly)				
18) 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)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
19) 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							
20) 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)				
21) 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							
22) 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							
23) 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							
24) 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)				
25) The District will provide interpreters when necessary for parents during ARD meetings.		SPED Director/Assistant SPED Director	Parent full participation documented on ARD paperwork				
Funding Sources: 199 GENERAL FUND - 800.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
26) The Special Education Department will provide parents the opportunity to attend the Annual Autism Conference to engage parent participation and improve district-home relations.		Director of Special Education	Parent Attendance and implementation of strategies at home (December 2019)				
Funding Sources: 199 GENERAL FUND - 625.00							
27) The Special Education Department will provide required public notices through the Clint Courier.		Director of Special Education	Parents will be well-informed and make necessary decisions regarding their child's information and services (Summer 2020)				
Funding Sources: 199 GENERAL FUND - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Hernandez	GT Support Teacher	Gifted and Talented	0.5
Maria Hernandez	Dyslexia Support Teacher	State Comp Education	0.5
Vacant	Dyslexia Support Teacher	State Comp Education	0.5
Vacant	GT Support Teacher	Gifted and Talented	0.5
Vacant	Dyslexia Support Teacher	State Comp Education	0.5
Vacant	GT Support Teacher	Gifted and Talented	0.5
Veronica Booth	CTE Coordinator	Career and Technical Education	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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. In order to develop this plan, the District conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Domain Scores
- STAAR Student Scores
- Special Population Scores
- Staffing Information

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District's Site Based Decision Making Committee will review the plan in April 2020 and make recommendations included in the final published document. The committee this past April, created the plan by reviewing strategies, data and updating each portion by goals.

Work group documentation was kept for each goal.

2.2: Regular monitoring and revision

The District Cabinet will monitor the plan during the review months - October, January, March and May. Each goal will be updated and notes on the progress of the DIP will be included. During the review months, any revisions will be done by each department and reviewed with the Cabinet.

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

The District Improvement Plan will be accessible on the website and shared with the District Site Based Committee. The District will ensure that the DIP and all CIP's are translated into Spanish and posted on the District's and Campus websites.

2.4: Opportunities for all children to meet State standards

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. New for 2019-2020, the District will implement a balanced calendar with accelerated instruction intersessions in October and March. These intersessions will focus on students who are at risk or not on grade level.

2.5: Increased learning time and well-rounded education

The campuses and Instructional Services have developed processes to ensure that students are in the classroom and teachers are teaching at high levels. The new SLO process will ensure teachers are monitoring student growth and maximizing their instructional time. New for 2019-2020, the District will implement a balanced calendar with accelerated instruction intersessions in October and March. These

intersessions will focus on students who are at risk or not on grade level.

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

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 were successful which included: Instructional Rounds, Mentor Coordinators to support new teachers, and Curriculum Coaches at all campuses. For 2019-2020 we will again be using the New Teacher Center Mentorship Program so that campus administration and curriculum coaches can mentor teachers who need extra support. Targeted interventions for all groups are in place to include the following:

- Ready By Third
- 6th Grade Moving Up
- Ready for Ninth - Algebra I for 8th Grade Students,
- Countdown to Zero
- Intersessions in October, March and June

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I schoolwide campuses. The Communities in Schools program has been implemented to enhance parental & family engagement activities. Also, the campuses have involved parents through Parent & Family Engagement activities, technology integration, and district programs.

3.2: Offer flexible number of parent involvement meetings

Our Communities in School Coordinators (CIS), Campus administration and Parent & Family Engagement programs have events scheduled at all campuses throughout 2019-2020 school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrow, Tarin	Coordinator Math Secondary	Curriculum & Instruction Secondary	1.00
Castanos, Christina	Coordinator Science Elementary	Curriculum & Instruction Elementary	1.00
Ferreira, Raquel Gaytan	Title II, Part A - Mentor Coordinator	Curriculum & Instruction Secondary	1.00
Frazier, Lillian Nicole	Coordinator Language Arts/Reading	Curriculum & Instruction Elementary	1.00
Gomez-Soriano, Sylvia V.	Instructional Officer	Curriculum & Instruction Elementary	1.00
Kimble, Geoffrey	Coordinator District School Improvement	Curriculum & Instruction Elementary	1.00
Montero, Elba	Clerk Federal Programs Title I	Federal Programs Department	1.00
Ramirez, Lorena M.	Specialist Federal Programs	Federal Programs Department	1.00
Swanson, William A.	Coordinator Science Secondary	Curriculum & Instruction Secondary	1.00
Telles, Nadia L.	Title II, Part A - Mentor Coordinator	Curriculum & Instruction Secondary	1.00
Vacant (pending TEA approval)	Title II, Part A - Mentor Coordinator	Curriculum & Instruction Secondary	1.00
Venzor, Angelica	Specialist Parental Involvement	Federal Programs Department	1.00
Villanueva, Arturo, Jr.	Coordinator Math Elementary	Curriculum & Instruction Elementary	1.00

District Improvement Committee

Committee Role	Name	Position
Chairperson	James Littlejohn	Assistant Superintendent
Cabinet Representative	Donna Cline	Chief Financial Officer
Cabinet Representative	Jennifer Parker	Assistant Superintendent
Cabinet Representative	Laura Cade	Director of Public Relations
Cabinet Representative	Mark Ayala	Assistant Superintendent
Cabinet Representative	Rene Chavez	Chief Human Resource Officer
Classroom Teacher	Nancy Brown	CHS Teacher
Classroom Teacher	Kenneth Calderon	HMS Teacher
Classroom Teacher	Raul Candelaria	HHS Teacher
Classroom Teacher	Maneul Carrasco	RSE Teacher
Classroom Teacher	Barbara Contreras	MVE Teacher
Non-classroom Professional	Sylvia Contreras	SPED Representative
Classroom Teacher	Edna De La Fuente	MVHS Teacher
Superintendent	Juan Martinez	Superintendent
Classroom Teacher	Alexandra Falcon	CECA Teacher
Non-classroom Professional	Victor Gonzalez	State Comp. Education Representative
Non-Teaching Professional	Theresa Hentges	Clint Area Administrator
Classroom Teacher	Patricia Hernandez	REMS Teacher
Classroom Teacher	Federico Jimenez	WDS Teacher
District-level Professional	Michael Mackeben	Central Office Administrator
Classroom Teacher	Claudia Murphy	CTW Teacher
Parent	Andrea Villa Gomez	Horizon Area Parent

Committee Role	Name	Position
Non-classroom Professional	Lori Olivas	GT Program Representative
Classroom Teacher	Victor Oshiro	CTE Program Representative
Non-Teaching Professional	William Patti	Montana Area Administration
Classroom Teacher	Anna Peden	DHE Teacher
Parent	Rod Chavez	Clint Area Parent
Classroom Teacher	Sofia Reyes	FME Teacher
Classroom Teacher	Robert Rodriguez	EMMS Teacher
Classroom Teacher	Hugo Salazar	CJHS Teacher
Classroom Teacher	Lorena Sublasky	Bilingual Program Representative
Cabinet Representative	Maneul Verduzco	Chief Technology Officer
Business Representative	Oscar Pina	Montana Area Business Representative
Parent	Higareda Zoila	Montana Area Parent Representative
Business Representative	Myrna Zapata	Clint Area Business Representative

Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$333,000.00
1	1	6	Extra Duty Pay and Resources		\$0.00
1	1	10			\$2,000.00
1	1	11	Instructional Resources		\$1,000.00
1	1	12	Technology Resources		\$21,000.00
1	1	13			\$1,000.00
1	1	14	Instructional Resources		\$0.00
1	1	21	Staff Salaries		\$0.00
1	1	24	Extra Duty Costs for PRS Itinerary Teacher	199.E11.6117.F5.802.0.30	\$0.00
1	1	24	Supplemental supplies for teen parents enrolled in PRS program.	199.E11.6399.F5.802.0.30	\$1,000.00
1	1	24	Transportation costs for teen parents attending PRS events.	199.E11.6494.F5.802.0.30	\$1,000.00
1	1	27			\$84,200.00
1	2	1	Professional Development		\$5,600.00
1	2	2			\$5,000.00
1	2	3	Materials and Supplies		\$2,100.00
1	2	5	Travel for Conferences		\$25,885.00
1	2	6	Travel for Professional Development		\$29,800.00
1	2	8	Travel for Professional Development		\$0.00
1	2	9	Professional Development and Resources		\$11,700.00
1	2	10	Travel for Conferences/Professional Development		\$75,200.00
1	2	12	ELAR Resources		\$0.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	LPAC Materials		\$0.00
1	3	4	Instructional Resources		\$0.00
1	3	5	Instructional Resources		\$0.00
1	3	7	Extra Duty Pay/General Supplies		\$0.00
1	3	9	Instrtuctional Resources for ELL		\$250,000.00
1	3	11	General Supplies		\$0.00
1	3	12	Contracted Services		\$35,000.00
1	3	20			\$82,963.61
1	3	21			\$3,500.00
1	3	22			\$7,650.00
1	3	23			\$50,868.00
1	4	1	Contracted Services for SAT		\$80,000.00
1	4	2	Tuititon Costs	199.11.6221.0.30	\$60,000.00
1	4	3	Tuition		\$0.00
1	4	11	Extra Duty Pay		\$0.00
1	4	14	Software	199 PIC 22	\$17,500.00
1	4	17			\$1,100.00
1	8	1	Technology Equipment, Software		\$300,000.00
1	8	5	Travel for Professional Development	199.21.6411.00.803.0.99	\$0.00
1	8	6	Technology Software		\$49,500.00
1	9	4	Travel for Professional Development	199.21.6411.00.803.0.99	\$0.00
1	9	6			\$62,035.00
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

199 GENERAL FUND						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	5	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	12	General Fund	Fund 199	\$0.00	
2	1	16	School Resource Office Program	199 PIC XX	\$0.00	
2	1	17			\$16,070.00	
2	2	6	General Funds		\$0.00	
2	2	9			\$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	\$12,300.00	
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	General Supplies		\$0.00	
4	1	5	Recruitment of highly qualified personnel.	199.E41.XXXX	\$0.00	
4	1	6	Recruitment of highly qualified personnel.	199.41.XXXX	\$0.00	
4	1	8	Recruitment of highly qualified personnel.	199.E41.XXXX	\$0.00	
4	1	10	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	

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	19	Parent access to educational resources.	199.E61.XXXX	\$0.00
5	1	21	Parental Involvement Activities	199.E21.XXXX	\$0.00
5	1	21	Parental Involvement Activities	199.E61.XXXX	\$0.00
5	1	22	Partners In Education Component	199.E21.6496.XX.XXX.0.XX	\$0.00
5	1	23	Partners In Education Component	199.E21.6496.XX.XXX.0.XX	\$0.00
5	1	25			\$800.00
5	1	26			\$625.00
5	1	27			\$2,000.00
Sub-Total					\$1,631,396.61
201 Title I SIP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Technology Equipment, Software		\$0.00
Sub-Total					\$0.00

206 TEHCY					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Extra-duty costs for tutoring for(displaced) students.	206.E11.6117.F3.802.0.24	\$12,143.00
1	6	2	School supplies for (displaced) students	206.E11.6399.F3.802.0.24	\$2,017.00
1	6	2	Excess cost for transportation services for (displaced) students.	206.E11.6412.F3.802.0.24	\$8,049.00
1	6	2	Educational Field Trips for displaced students to local college/university	206.E11.6412/6494.F3.802.0.24	\$471.00
3	3	2	Employee travel with the use of TEHCY funds.	206.E21.6411.F3.802.0.24	\$2,750.00
Sub-Total					\$25,430.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development as needed	211.11.6247	\$85,000.00
1	1	4	Instructional Resources		\$118,077.60
1	1	5			\$2,000.00
1	1	6	Extra Duty Pay for Tutoring (October & March)	211 E 11 6117 00 802 0 24	\$100,000.00
1	1	8			\$31,000.00
1	1	11	Instructional Resources		\$88,560.00
1	1	12	Technology Resources		\$29,517.60
1	1	13			\$1,500.00
1	1	14	Summer School Extra Duty Pay and Resources		\$0.00
1	1	14	Intersession Extra Duty Pay and Resources		\$0.00
1	1	23	Vision services for children in schoolwide campuses (exam).	211.E11.6219.01.802.0.24	\$1,100.00
1	1	23	Vision services for children in schoolwide campuses (single vision glasses).	211.E11.6399.01.802.0.24	\$1,400.00
1	1	25	No students will be receiving Title I, Part A services at PNP schools for 2019-2020 SY.	Fund 211	\$0.00
1	1	26	Extra-duty pay for summer school during the summer months.	211.E11.6117.00.699.0.24	\$201,490.49
1	1	26	Supplemental supplies for summer school programs.	211.E11.6399.00.699.0.24	\$8,000.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development		\$5,000.00
1	2	3	Extra Duty Pay/Resources		\$0.00
1	2	4	Instructional Resources		\$0.00
1	2	6	Travel for Professional Development		\$0.00
1	2	8	Travel for Professional Development		\$0.00
1	2	9	Professional Development and Resources		\$12,800.00
1	2	10	Travel for Conferences/Professional Development		\$0.00
1	2	12	ELAR Resources		\$0.00
1	2	13	Technology Resources		\$0.00
1	3	4	Instructional Resources		\$0.00
1	3	7	Extra Duty Pay/ Resources		\$0.00
1	3	9	Instrtuctional Resources for ELL		\$0.00
1	3	11	Instructional Resources		\$0.00
1	3	18	Instructional Resources	211.11.6399.00.xxx.5.24	\$0.00
1	4	3	Professional Development/ Conferences		\$0.00
1	4	11	Extra Duty Pay		\$85,000.00
1	4	16	AVID Program for Secondary Schools - AVID Tutor Salaries w/ Fringe Benefits	211.E11.6125.Q6.XXX.0.30	\$88,492.29
1	6	1	Instructional monitoring by Homeless Liaison - Salary for Parent Involvement Specialist	211.E61.6119-6146.00.802.0.24	\$55,512.94
1	6	2	Fund 211 - Services to (displaced) students - emergency clothing/uniforms.	211.E11.6392.F3.802.0.24	\$1,000.00
1	8	1	Technology Equipment, Software		\$0.00
1	8	2	Technology Extra Duty Pay	211.13.6117.00.803.5.30	\$0.00
1	8	2	Region 19 Sessions	211.21.6239.00.803.5.30	\$0.00
1	8	2	Computer Software and Resources	211.11.6395.Q4.XXX.7.30.000	\$0.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	4	Travel for Conferences/Professional Development		\$0.00
1	8	6	Technology Equipment	211.11.6390.00.XXX.9.30	\$357,220.00
1	9	2	Extra Duty Pay, Contracted Services	211.13.6117.00.803.5.30	\$0.00
1	9	2	Region 19 Sessions	211.21.6239.00.803.5.30	\$0.00
1	9	3	Travel resources		\$0.00
1	10	1	Professional Contracted Services by Campuses (\$26,000 per Coordinator)	211.E31.6299.CI.001-106.0.30	\$364,000.00
2	2	4	Extra Duty Pay		\$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					\$1,636,670.92

212 ESEA, TIP-C EDM I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Shared Services Arrangement with Region XIX Migrant Education Program	Fund 212	\$0.00
1	7	2	Shared Services Arrangement with Region XIX Migrant Education Program	Fund 212	\$84,101.00
1	7	3	Shared Services Arrangement with Region XIX Migrant Education Program	Fund 212	\$0.00
1	7	4	Fund 212	Fund 212	\$0.00
Sub-Total					\$84,101.00

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	Professional Development and Resources		\$0.00
1	2	6	Travel for Professional Development		\$0.00
1	4	13	Instructional Resources		\$13,000.00
Sub-Total					\$13,000.00

255 ESEA, TIIA,TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher and Principal Resources		\$2,000.00
1	1	9			\$21,200.00
1	1	17	Mentor Teacher Coordinator Salaries		\$0.00
1	1	18	Contracted Services	255.13.6219	\$25,000.00
1	2	1	Professional Development and Resources		\$0.00
1	2	3	Extra Duty Pay/Resources		\$0.00
1	2	4	Staff Salaries		\$0.00
1	2	6	Travel for Professional Development		\$0.00
1	2	7	Professional Development	255.11.6219	\$25,000.00
1	2	8	Travel for Professional Development		\$1,000.00
1	2	9	Professional Development and Resources		\$0.00
1	2	14	Program Materials and Professional Development		\$75,000.00
1	4	8	Tuition for AP Insitutes	255.13.6221	\$18,400.00

255 ESEA, TIIA,TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	15	Staff Tuition	255.13.6221	\$30,000.00
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
4	1	1	Recruitment of highly qualified personnel.	255.E41.XXXX	\$6,000.00
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	8	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	\$0.00
4	3	2	Professional growth opportunities	255.E41.XXXX	\$0.00
4	3	4	Professional growth opportunities	255.E41.XXXX	\$0.00
Sub-Total					\$203,600.00

256 PRINCIPAL PREP GRANT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	5	Payroll Costs	256.E23.6108.00.802.9.24	\$5,000.00
4	3	5	TExEs Certification Exam Fees	256.E13.6221.01.802.9.24	\$1,350.00
4	3	5	Textbooks for Candidates	256.E13.6329.00.802.9.24	\$8,349.00
4	3	5	Substitute Costs	256.E13.6112.00.802.9.24	\$9,000.00
4	3	5	Participant Tuition Fees	256.E13.6221.00.802.9.24	\$91,013.00
4	3	5	Travel Costs	256.E13.6411.00.802.9.24	\$47.61
4	3	5	Misc. Item Costs	256.E13.6499.00.802.9.24	\$220.00
4	3	5	Indirect Cost Rate Allocation		\$6,137.00
Sub-Total					\$121,116.61

263 ESEA, Title I LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ELL Resources		\$0.00
1	1	11	Instructional Resources		\$0.00
1	1	12	Technology Resources/Software		\$0.00
1	1	15	ELL Resources		\$0.00
1	2	1	Professional Development and Resources		\$0.00
1	2	6	Travel for Professional Development		\$0.00
1	2	9	Professional Development and Resources		\$0.00
1	3	4	ELL Instructional Resources		\$0.00
1	3	5	ELL Resources		\$0.00
1	3	7	ELL Resources		\$0.00
1	3	9	Instructional Resources for ELL		\$0.00
1	3	10	ELL Materials		\$240,000.00
1	3	11	ELL Resources		\$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					\$240,000.00

281 Title IV, Part A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Activities to support effective use of technology.	281.E11.6395.00.802.0.24	\$500.00
1	1	13	Robotics Supplies & Materials (STEM)	281.E11.6399.RB.802.8.24	\$33,868.95
1	1	13	Entry Fees & Transportation	281.E11.6410/6412.RB.802.8.24	\$13,500.00
2	1	1	Funding for SRO's		\$0.00
2	1	16	School Resource Office Program	211.E52.6219.61.802.0.24	\$255,900.00
Sub-Total					\$303,768.95

410 IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Resources and Textbooks		\$0.00
1	1	15	Textbooks		\$175,000.00
1	2	13	Technology Resources		\$0.00
1	4	2	Textbooks	410.11.6393.31	\$100,000.00
1	4	9	Textbooks for college prep classes	410.11.6391	\$25,000.00
1	8	1	Technology Equipment, Software		\$0.00
1	8	3	Instructional Technology Coordinators Salaries	410.11.6119	\$280,000.00
1	8	6	Technology Equipment		\$0.00
1	9	1	Instructional Technology Staff Salaries	410.13.6119	\$195,000.00
Sub-Total					\$775,000.00
498 CREED Foundation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	15	CREED Tuition Donation	498.13.6221.00.803.0.99	\$27,000.00
Sub-Total					\$27,000.00
Grand Total					\$5,061,084.09