

Como-Pickton CISD
District/Campus Improvement Plan
2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

The Mission of Como-Pickton Consolidated Independent School District, in partnership with the home and community, is to provide excellence in education through relevant learning opportunities that will prepare students to achieve personal fulfillment and to become responsible, productive members of society.

Vision

Develop every child to be a life-long learner, enabling them to be effective communicators, complex thinkers, and productive citizens qualified to meet the uncertainties of the future.

Core Beliefs

- Through challenging and engaging instruction, all students can be successful learners.
- As models for students, CPCISD personnel should engage in life-long learning opportunities, measured by the achievement of personal and professional goals.
- Students are accountable for their own learning and actions; parents are accountable for their children; and the district is accountable to the community.
- Students should have access to a quality education provided by CPCISD in a community that supports a diverse population.
- The collaboration and inclusion of students, parents, staff, and community in the decision-making process is vital to the success of CPCISD and should be actively fostered.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The district assistant superintendent scheduled a Site-Based Committee meeting on May 2021 and invited all members to the meeting.

At the meeting, the committee began its comprehensive needs assessment process as reflected on the agenda for the meeting. The committee reviewed all data available including parent, student, and teacher survey results, benchmark data, discipline reports, STAAR demographic reports, attendance reports, program evaluations from prior years, etc. The committee, using the data presented, analyzed the following areas using questions from TEA publications:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment and Retention
- Curriculum, Instruction and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

From this analysis, the committee determined strengths and weaknesses in the instructional program and established campus priorities based on needs.

The committee also reviewed and updated the District Improvement Plan according to these new findings.

Updates to the CNA and the DIP will continue throughout the year after receiving various new data. The meetings to complete these updates will be scheduled by the assistant superintendent who will invite all committee members to meet again in May 2021, June 2021, September 2021, January 2022, and May 2022. Updated DIP strategies will be implemented accordingly. An end-of-year evaluation, scheduled for June 2022, will be conducted on these strategies to determine effectiveness.

Demographics

Demographics Summary

Como-Pickton Consolidated Independent School District is a 2A Texas district located in Hopkins County in Northeast Texas. The district is composed of one campus, which includes an elementary, junior high, and high school. Como-Pickton school serves students in prekindergarten through twelfth grade. The district has a current enrollment of approximately 730 students and is located in a rural, agricultural area. The district's ethnic distribution of students is approximately 2.3% African American, 43.2% Hispanic, and 51.3% white. Our student population also consists of: 70.9% economically disadvantaged, 26.9% Limited English Proficient, and 58.3% at-risk. Most student populations are fairly stable with the exception of an increase noted for the at-risk student group (6% gain). Como-Pickton CISD is Title I Schoolwide, based on the percentage of economically disadvantaged students. In the past year, the district has seen a decrease in overall student enrollment (approximately 2%). Review of longitudinal data indicates the percentage of English learners appears to be stabilizing at an average of 25% to 26%, with fluctuation of about 2% in either direction on an annual basis. According to the most recent data, the district's mobility rate is fairly stable at 9.6%. The district population includes 10.4% of students who qualify for special education. Our gifted and talented students comprise 4.6% of the population. Como-Pickton CISD has a mixed faculty of experienced and novice teachers, including 32.9% who have fewer than five years experience. Our professional staff is mostly white females with bachelor degrees.

Demographics Strengths

- The make up of the student population is relatively stable with regard to race, ethnicity, primary language, and gender.
- Active family participation in events, such as Deck the Halls and Fall Carnival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The district faces many challenges in educating students who are English learners (e.g. availability of bilingual/ESL teachers). **Root Cause:** Rural location of the school.

Problem Statement 2 (Prioritized): Many challenges in educating increased number of students who meet criteria for at-risk (6% gain from prior year). **Root Cause:** Rural location of the school.

Problem Statement 3: Reduction in overall ADA (down approximately 20 students from prior year). **Root Cause:** Rural location of the school.

Student Achievement

Student Achievement Summary

The district site-based committee, leadership team, and special program teams conducted a comprehensive needs assessment. Performance in core content areas across all student groups, including special education and English Learners, is an area of needed focus, with special emphasis in writing. Increased emphasis on vertical alignment, differentiation, and instructional rigor, which is necessary for STAAR and EOC test success across the district is necessary. In addition, the committee looked at progress for our English learners and noted an increase in performance across all content areas and grade levels. However, English learners continue to under-perform across all content areas compared to all students. Further consideration should be given to the ESL and bilingual program implementation and supports.

The committee noted that the number of students failing courses over the last three years has dropped from 43 to 13. The committee felt the improvement was directly correlated with increased focus on student performance data and data driven instructional decisions.

Federal Accountability:

The district site-based committee reviewed Results Driven Accountability (RDA) indicator trends across the last three school years and the 2018–2019 Federal Report Card. Como-Pickton CISD's RDA 2018–2019 report indicates the following at performance levels of 2, 3, or 4:

- SPED STAAR 3-8 Passing Rate: Reading = 2
- SPED Total Disciplinary Removals Rate (Ages 3-21) = 2

RDA results indicate the district had no significant disproportionality for special education indicators relating to race or ethnicity.

The district was not identified for corrective action and trend analysis indicates overall RDA results are better than they have been in the past five school years.

State Accountability:

Como-Pickton's 2018-2019 accountability is Met Standard with an overall score of 85 according to TEA guidelines. The campus earned distinction for academic achievement in Mathematics and Social Studies. The site-based committee reviewed TAPR information looking for trends in all subject areas for each grade level as well as for students moving from one grade level to the next. Trends among groups of students were also reviewed. The following areas were identified as target areas based on the TAPR:

- STAAR Percent at Approaches Grade Level or Above – ELA/Reading: Rate below state average (CP = 73, TX = 75)
- STAAR Percent at Approaches Grade Level or Above – Writing: Rate below state average (CP = 56, TX = 68)
- STAAR Percent at Approaches Grade Level or Above – Social Studies: Rate below state average (CP = 77, TX = 81)

- STAAR Percent at Meets Grade Level or Above – ELA/Reading: Rate below state average (CP = 40, TX = 48)
- STAAR Percent at Meets Grade Level or Above – Math: Rate below state average (CP = 50, TX = 52)
- STAAR Percent at Meets Grade Level or Above – Writing: Rate below state average (CP = 26, TX = 38)
- STAAR Percent at Meets Grade Level or Above – Science: Rate below state average (CP = 46, TX = 54)

- STAAR Percent at Masters Grade Level – ELA/Reading: Rate below state average (CP = 14, TX = 21)
- STAAR Percent at Masters Grade Level – Math: Rate below state average (CP = 23, TX = 26)
- STAAR Percent at Masters Grade Level – Writing: Rate below state average and declining (CP = 7, TX = 14)
- STAAR Percent at Masters Grade Level – Science: Rate below state average (CP = 19, TX = 25)

STAAR performance for students meeting at-risk criteria was compared to STAAR performance for students not at-risk. Data indicates there is a significant gap in reading and math for at-risk students. Although this performance gap is not increasing, it is also not significantly closing. Services to students identified at-risk should be reviewed to determine their

individual efficacy.

Graduating seniors from Como-Pickton have received some guidance for future career, college, or military planning. Historically, the percentage of College Ready Graduates and Career/Military Ready Graduates have been well below state and region averages; however, the most recent data indicates an upward trend with rates higher than the state and regional averages. The average ACT/SAT score for graduating seniors at Como-Pickton has been below the state average for the last five years.

Student Achievement Strengths

- Student specific services and interventions (e.g. SpEd, 504, Dyslexia, MTSS, tutorials)
- MTSS Reading and Math pullout services at the elementary level
- Content lab classes at the secondary level for students not meeting state standards for STAAR
- Acquisition of TeXGuide, Boardworks, and TEKS Implementation Guides to enhance district curriculum
- Professional development opportunities at Region 8 ESC
- Began implementation of AVID WICOR strategies at secondary level
- Twice-yearly data presentations
- ACT prep class
- Student cohort tracking of CCMR criteria
- Distinction Designations in math and social studies

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Under-performance of special education, English Learner, and Hispanic student groups on state assessment. **Root Cause:** Effective differentiated instruction and appropriate staff development.

Problem Statement 2 (Prioritized): Under-performance, compared to the state, in STAAR ELA/Reading, Math, Writing, and Science at the Meets and Masters level. **Root Cause:** Effective instructional practices and improved vertical alignment of curriculum.

Problem Statement 3 (Prioritized): Underperformance of graduates on ACT/SAT tests. **Root Cause:** Effective instructional practices and improved vertical alignment of curriculum.

Problem Statement 4 (Prioritized): The performance gap between students identified as at-risk and those not at risk is significant **Root Cause:** Inadequate supports to meet the varied needs of at-risk students

District Culture and Climate

District Culture and Climate Summary

Como-Pickton CISD is a safe, welcoming place where students are treated with respect. Staff surveys indicate we have a welcoming campus, extensive school pride, and support on all levels. New students and new staff feel welcome and accepted from their very first day. Many staff report feeling extended support from administrators. Staff members indicated they felt very safe on our campus and that this has increased due to annual trainings and drills. The district employs a full-time school resource officer and actively participates in the Guardian Program. The Guardian Program provides students and staff an armed self defense option prior to the arrival of Law Enforcement in the event of an active shooter on campus.

Our district had a 0% violence rating according to persistently dangerous school criteria. Attendance is at 95.1%, slightly below the top quartile rate of 96.5% for comparable schools. School staff works closely with at-risk students and provides home visits, counseling, and donations of food, funds, and clothing when needed. Most students who graduate from Como-Pickton CISD have identified future plans for career, college, and the military; however, some do not. The district vision, mission, and belief statements were developed with community, parent, student, and school staff input. They point toward high expectations for everyone, and our students and staff are aligned to this concept.

District Culture and Climate Strengths

- Positive communication through social media
- Recognition for academics and behavior successes
- High expectations for academics and behavior
- Emphasis on growth of all students
- Professional and family atmosphere
- Safety measures are in place
- Anonymous reporting and drug testing procedures are in place
- Overall teachers feel more supported from administration
- Increase in school pride
- Overall positive view of school from parents and community
- Positive supports between student social groups
- Felt safety of students and staff has increased
- District support for all student groups that advance in UIL
- School wide activities have increased (e.g. staff vs student games)

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Some students graduate from Como-Pickton with no plan for career, college, or military. **Root Cause:** Limited district guidance for students' futures planning.

Problem Statement 2 (Prioritized): Lack of Behavior Threat Assessment and Management Team as required by SB 11 **Root Cause:** Lack of information and training

Problem Statement 3: Lack of participation in extracurricular activities **Root Cause:** Economic disadvantage of students (e.g. limited transportation/parent support)

Problem Statement 4: Student voice (e.g. include class officers in decision making) **Root Cause:** Lack of involving student perception and choices

Problem Statement 5: Few culturally popular events for Hispanic students (e.g. Latin dance, soccer) **Root Cause:** Limited resources

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CPCISD teachers, overall, score proficient on their appraisals but are provided with a professional print and video library to assist with any areas needing improvement, as well as feedback and coaching from campus leadership. The staff attends high quality, professional development at Region 8 and other places, including conferences, to build their skills and knowledge. New teachers are assigned a mentor teacher and grade level/content area teams meet regularly and plan together. Staff and administrators are surveyed on professional development needs, and this, along with student achievement results, drives the professional development plan. Dyslexia, GT, sheltered instruction, student engagement, subject area vertical alignment, discipline, technology, and contributions of parents are all a part of our annual staff development calendar and training. Follow-up, in the form of observations and lesson plan analysis is completed to ensure that training is having the proper impact on student instruction. Teachers are encouraged to implement new learning by their principal and monitored through walkthroughs, evaluations, and conferences. The school works with teachers whose student performance is below standard by collaboratively reviewing the problems in the class, identifying root causes of the problem, and collaboratively creating and pursuing solutions. Teachers share that, in general, the school supports teachers in their growth and takes failures as opportunities to improve in the future.

The district site-based committee and the leadership team reviewed four years of data relating to staff quality, recruitment, and retention. Como-Pickton currently has a mixed faculty of experienced and novice teachers. The district has 9.7% teachers who are teaching outside their field. Of these 6 positions, all carried either an emergency teaching permit or District of Innovation teaching permit. 79.7% of the teaching staff hold bachelors degrees, with 20.3% holding masters degrees. Como-Pickton has a staff that benefits from the diverse backgrounds and experiences of all that are employed by the school. In 2019, 93.7% of teachers were white, 4.7% were Hispanic, and 1.6% were African American. In contrast, the student population was 51.3% white, 43.2% Hispanic, and 2.3% African American. This data is very comparable to the data from 2018. Four-year trend data of the district's turnover rate for teachers indicates rates higher than the state average. For 2018-2019, the teacher turnover rate at Como-Pickton CISD was 28.8%. A large amount of our turnover can be attributed to changes in the coaching staff at the secondary level as coaches new to the profession move to larger districts for experience.

According to the 2019 TAPR, the average class size in the High School ranged from 11.9 in foreign languages to 15.6 in science. This does vary from subject to subject but in every case the class sizes are much smaller than the state average. Similarly, class sizes in kindergarten through sixth grade are smaller than the state average. This offers our students the advantage of having greater access to their teachers and benefits teachers by generally reducing problems of classroom management and workload with smaller classes.

The district partners with Region 8 Consortium to post job listings alongside our website. Often, the administrator in charge of hiring will rely on professional networks of his own, or of his staff, to identify potential candidates whenever openings occur. Candidate applications are vetted and then interviews are arranged with top candidates, inviting experienced teachers and staff to interviews to collaboratively decide which candidate is the best fit.

Input from teachers indicates that additional curriculum resources are needed in order to allow teachers more time to conference with students and parents, analyze data, and prepare for the question of how to teach the lesson rather than what the lesson should be. The district recently approved acquisition of Smart Board learning software and other curriculum resources that should help teachers improve their lessons. Needs are identified by teachers who then voice their ideas to the principal. The principal also continuously meets with and converses with teachers to understand what they need and develop opportunities for them to grow and learn. Teacher input indicates there are extensive opportunities for professional development during teacher development days and at Region 8. The school provides teachers the opportunity for online and face-to-face development sessions. Staff members indicate follow-up on development is an area that could be improved upon.

Mentor supports, staff incentives, access to instructional resources, and staff recognition should be continued areas of focus for the upcoming school year in order to continue improving retention rates and instructional practices among teachers. The district should also continue efforts to attract new, high quality teachers to our rural location.

Staff Quality, Recruitment, and Retention Strengths

- Supportive administration
- Retention stipends
- Timely feedback of performance through Eduphoria

- Many teachers with a variety of backgrounds and ethnicities
- Many teachers have been teaching 20+ years (12%)
- New teacher support from principals and mentors
- Teachers attend regular PLC meetings to discuss students, instructional resources, and best practices
- All staff members are evaluated annually for effectiveness
- Average class size is 16 (although some classes are much larger)
- 20% of teachers hold masters degrees or higher
- Average years experience for teachers is 12.3 (state = 11.1)
- Overall staff perception of our school is very positive (per staff survey in December)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Limited applicants for available positions **Root Cause:** Rural location of the district

Problem Statement 2 (Prioritized): Teacher turnover rate is 28.8% (state average is 16.5%) **Root Cause:** Rural location of district

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Como-Pickton CISD has struggled to locate bilingual teachers to serve the district's English Learner (EL) 23% population, primarily Spanish speaking. Currently, the district utilizes a transitional bilingual/early exit program model. Data trends indicate the need to continuously review current research and other models that may provide CP students with necessary instructional support for improved academic progress. This includes ESL program models should the district meet criteria to offer such a program.

The district provides ongoing professional development and support focused on improving academic success for all students, and more specifically for our English Learner students. Intervention class periods are available to provide additional focused instruction in ELAR and math to meet the needs of our students. The district's Gifted/Talented Program and Special Education Program provide a variety of learning opportunities from in-class differentiated instruction to pull-out instruction and summer programs. The staff participates in team building exercises to promote a school-wide positive environment for teaching and learning.

Our district utilizes the TEKS Resource System which contains Instructional Focus Documents and Year-at-a-Glance documents. Vertical Alignment documents are reviewed each year. Throughout the year, unit assessments and benchmarks inform instruction and differentiation strategies and technology skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. Students' performance data is reviewed each year and critical areas of weakness are identified. Accelerated classes are designed around data-driven identified student needs. State assessment results and local benchmark scores show the need for additional instructional time and more small group intervention. EL students are the highest need group for this type of intervention. All teachers and paraprofessional staff are evaluated annually for effectiveness. Instructional coaching is provided on an ongoing basis by campus leadership.

Teachers have shared that they appreciated the TexGuides, TEKS Implementation Guides, and Boardworks that were acquired to assist in planning. Teachers stated that instruction is closely monitored via walkthroughs and observations. With the acquisition of these programs, committee members still see the need for the consistent implementation of the district curriculum at all levels. Students in need of assistance are quickly identified and assessed for additional educational services. Committee discussed the need for consistency in instructional verbiage and strategies. The committee reflected on vertical alignment and stated that it would be beneficial to find time for all teachers in one content area from grades PK-12 to collaborate and align verbiage and strategies. The addition of AVID elective classes was identified as a strength for post-secondary readiness. Committee members also discussed the positives from Professional Learning Communities. They stated that collaboration in the meetings resulted in shared teaching strategies which benefitted all students.

Curriculum, Instruction, and Assessment Strengths

- Access to TEKS Resource, TEKS Implementation Guides, Boardworks, and TExGUIDE
- Access to Eduphoria for data disaggregation
- Student specific services and interventions (SPED, 504, Dylexia, MTSS, tutorials)
- MTSS Reading and Math at Elementary Level
- Content Lab classes at Secondary Level for students not meeting state standards for STAAR
- Professional Development opportunities via Region 8
- Began implementation of AVID WICOR strategies at secondary level (grades 6-12)
- Addition of counselor at secondary level
- Tracking of CCMR criteria by cohort
- Tracking of student performance data via data walls and discussions along with twice-yearly data presentations

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): High quality professional development to support teaching and learning **Root Cause:** The challenge of staying current with research and best

practices

Problem Statement 2 (Prioritized): Under-performance of all student groups in the area of writing **Root Cause:** Effective implementation of district curriculum (instructional strategies, vocabulary) during PLCs and district vertical alignment content meetings

Problem Statement 3 (Prioritized): Consistent implementation of district curriculum, including strategies and vocabulary **Root Cause:** Instructional planning of strategies and vocabulary across all classes in each grade level and across all grades

Problem Statement 4: Access to varied high quality instructional materials **Root Cause:** Few high quality resources purchased in previous years has depleted the supply of materials for instruction

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community engagement is a focus for Como-Pickton CISD. Each teacher is required to make positive parent contacts and schedule parent-teacher conferences, as needed, throughout the year. Parents, community, and business members serve on the district site-based decision making committee that drives change at our school. Parent input is also gathered at annual Title I Parent Meetings, which are provided at multiple times to meet the needs of parents. The district site-based committee helps develop the School-Parent Compact and Parental Engagement Policy. Once approved by the school board, these revised documents are distributed to all parents at the beginning of each school year. Over 200 parents attend Meet the Eagles Night in the fall and Open House in the spring. Veterans Day programs are well attended by local veterans and family members of those students performing. The School Health Advisory Committee, which includes parents and community members, is active and recommends relevant programs for students and community. Local businesses provide donations for campus activities. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school marquee, school website, and district social media are also avenues for parents to receive needed information about school events.

Parent and Community Engagement Strengths

- District communication (e.g. website, Facebook, call-out system)
- Philanthropy (e.g. Backpack Buddies, blood drive, community fundraisers)
- Parent/Community events (e.g. Veterans Day program, Math/Reading Nights, Deck the Halls, Health Fair, Meet the Eagles)
- Ascender's Parent Portal
- Parent Resource Library
- Health Fair offered at Open House
- Parent Reading and Math Nights
- Family Learning Packets (Pre-K)
- SHAC Meetings
- PTO
- Booster Clubs

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Families unaware of the vast number of resources the district offers. **Root Cause:** Lack of internet in all homes and lack of training how to utilize the resources.

Problem Statement 2: District doesn't offer an English acquisition program for adults. **Root Cause:** Teacher that provided that in the past no longer works for the district.

District Context and Organization

District Context and Organization Summary

The district leadership team consists of the superintendent, assistant superintendent, student services coordinator, campus principals, CTE director, technology director, athletic director, maintenance/transportation director, and school resource officer. The district site-based decision making committee is comprised of teachers, administrators, parents, community, and business representatives. Central office staff members accommodate the overall staffing and financial needs of the district as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include a variety of class sizes. Additional instructional periods, as well as before and after school tutorials, are offered for low-performing students. The district's central office has an open-door policy concerning ideas and opinions.

Campus staff members report that they feel valued and "heard". Teachers feel that they have the authority to make instructional assessment decisions based on students' needs.

District Context and Organization Strengths

- "Team" atmosphere
- Positive and supportive community
- Scheduling is supportive and collaborative across campuses
- Use of data to identify students weaknesses
- Committees are put in place to make decisions for the school
- Stakeholder input is gathered when decisions need to be made

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): More parental involvement needed **Root Cause:** Lack of activities that draw parent interest

Technology

Technology Summary

The district technology resources include classroom computers/laptops, printers, computer labs, iPads, Chromebooks, Smart Boards, projectors, document cameras, graphing calculators, automated parent notification system, district-wide wireless access, and more. Teachers continue to request emerging technologies and they utilize that technology to engage students in learning. Teachers receive annual technology training in areas of identified need. Additional technology integration training, such as Google Classroom, is offered with the result being that teachers are better able to effectively integrate technology into their instruction. The network and current bandwidth allow for just-in-time access for instructional use but are also monitored for appropriate use. This is essential for web-based instructional resources to be used effectively. Data disaggregation is web-based, and with Eduphoria used for disaggregating unit test, benchmarks, and state assessment results throughout the year, teachers can determine instructional needs at any time. In the event of additional prolonged school closure, the best way to meet the instructional needs of the students will be with online instruction. Teachers need more training with Google Classroom and our students need a way to have online access away from school.

Technology Strengths

- Variety of available technology (e.g. Apple computer lab, Chromebooks, iPads)
- Bandwidth and wireless access points
- Access to annual technology conference
- Availability of technology support staff
- Jr. High and High School students have access to either chrome books or computer access in each class period
- Jr. High and High School students have access to Google Suites, which includes: Google Classroom, Email, Docs, Sheets, and Slides
- Jr. High and High School students have access to NSPIRE CX graphing calculators in math classes and TI-84 calculators in science classes
- Jr High has a dedicated computer lab for staff and students
- High School has a Mac Computer for use when it is not utilized for technology classes
- Elementary has approximately 150 iPads
- Elementary has a dedicated computer lab for staff and students
- Teachers and students have access to wireless access points

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Staff needs training in all aspects of Google Classroom. **Root Cause:** Teachers are somewhat reluctant to change

Problem Statement 2 (Prioritized): Student access to internet and adequate hardware for delivery of instruction **Root Cause:** Mobile hotspots and devices for students

Problem Statement 3: Elementary needs 1 to 1 technology for students **Root Cause:** Funding

Priority Problem Statements

Problem Statement 1: The district faces many challenges in educating students who are English learners (e.g. availability of bilingual/ESL teachers).

Root Cause 1: Rural location of the school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Under-performance of special education, English Learner, and Hispanic student groups on state assessment.

Root Cause 2: Effective differentiated instruction and appropriate staff development.

Problem Statement 2 Areas: Student Achievement

Problem Statement 7: Some students graduate from Como-Pickton with no plan for career, college, or military.

Root Cause 7: Limited district guidance for students' futures planning.

Problem Statement 7 Areas: District Culture and Climate

Problem Statement 4: Limited applicants for available positions

Root Cause 4: Rural location of the district

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: High quality professional development to support teaching and learning

Root Cause 5: The challenge of staying current with research and best practices

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: More parental involvement needed

Root Cause 13: Lack of activities that draw parent interest

Problem Statement 13 Areas: District Context and Organization

Problem Statement 14: Staff needs training in all aspects of Google Classroom.

Root Cause 14: Teachers are somewhat reluctant to change

Problem Statement 14 Areas: Technology

Problem Statement 8: Many challenges in educating increased number of students who meet criteria for at-risk (6% gain from prior year).

Root Cause 8: Rural location of the school.

Problem Statement 8 Areas: Demographics

Problem Statement 3: Under-performance, compared to the state, in STAAR ELA/Reading, Math, Writing, and Science at the Meets and Masters level.

Root Cause 3: Effective instructional practices and improved vertical alignment of curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 9: Lack of Behavior Threat Assessment and Management Team as required by SB 11

Root Cause 9: Lack of information and training

Problem Statement 9 Areas: District Culture and Climate

Problem Statement 10: Teacher turnover rate is 28.8% (state average is 16.5%)

Root Cause 10: Rural location of district

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Under-performance of all student groups in the area of writing

Root Cause 11: Effective implementation of district curriculum (instructional strategies, vocabulary) during PLCs and district vertical alignment content meetings

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Student access to internet and adequate hardware for delivery of instruction

Root Cause 15: Mobile hotspots and devices for students

Problem Statement 15 Areas: Technology

Problem Statement 6: Underperformance of graduates on ACT/SAT tests.

Root Cause 6: Effective instructional practices and improved vertical alignment of curriculum.

Problem Statement 6 Areas: Student Achievement

Problem Statement 12: Consistent implementation of district curriculum, including strategies and vocabulary

Root Cause 12: Instructional planning of strategies and vocabulary across all classes in each grade level and across all grades

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: The performance gap between students identified as at-risk and those not at risk is significant

Root Cause 16: Inadequate supports to meet the varied needs of at-risk students

Problem Statement 16 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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




Goals







Goal 1: Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.















Performance Objective 1: Required S2 DIP: The district will have the following targets for student achievement in all applicable tested grades:
 44% for ELA/Reading performance at "meets grade level" or above
 52% for Mathematics performance at "meets grade level" or above
 51% for Science performance at "meets grade level" or above
 60% for Social Studies performance at "meets grade level" or above
 57% for Reading performance at "meets grade level" or above for 3rd grade specifically
 55% for Math performance at "meets grade level" or above for 3rd grade specifically.

HB3 Goal

Evaluation Data Sources: STAAR and EOC performance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required F1 CIP and S1 DIP: A comprehensive needs assessment will be conducted by the District Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Asst Superintendent, Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required F4 DIP: The district will provide K-12 structured Multi-tiered System of Support (MTSS) for struggling students.</p> <p>Strategy's Expected Result/Impact: Improved Academic Achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Required F2 DIP, F4 DIP, S1 DIP, S10 DIP, F6 CIP: STAAR/EOC results and other assessment data will be disaggregated (by ethnicity, socioeconomic status, gender, special education and at-risk) using DMAC to determine learning gaps. Intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps.</p> <p>Strategy's Expected Result/Impact: Higher Academic Achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Online resources - 282 ESSER III, Region VIII Contract for At-Risk Training - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$2,700</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required F2 DIP, S5 DIP, S10 DIP, F10 DIP F6 CIP: Students who may be at risk for academic failure or dropout, including homeless students, will be identified as early as possible in the year and services including accelerated instruction, after-school tutoring, and personal intervention will be in place for them. For students still struggling at the end of the school year, summer school will be provided.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Tutor extra-duty pay; materials for accelerated instruction - 282 ESSER III, Supplies for homeless students; materials for accelerated instruction - 211 Title I, Part A, Tutor extra-duty pay; intervention/summer school supplies - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$17,583</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required F4 DIP: Teachers in grades Pre-K through 12 will emphasize instruction in reading and writing strategies across all content areas.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance in the areas of reading and writing</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199-General Fund, Teacher salary and benefits - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$9,526</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Required F3 DIP, F3 CIP: To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom settings or intervention labs and, where needed, supply personal care for students.</p> <p>Strategy's Expected Result/Impact: Higher Academic Achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Aide salary and benefits - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$47,638</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Required S10 DIP, F4 DIP CIP F6: To strengthen academic programs and improve school conditions for student learning, interventionists will provide supplemental Tier 2 instruction for struggling students.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: Interventionists' salary and benefits - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$145,481</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Required S10 DIP, S3 DIP, F3 DIP, F6 CIP: To assist students who are not achieving their full potential, strategies classes at the high school for EOC acceleration in English I, English II, and Algebra I will be in place.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: F20 DIP: To encourage the reluctant reader and to provide students with an opportunity to develop 21st century digital literacy skills, fully-equipped libraries will be maintained at the elementary and secondary levels.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: Library Aide salary and benefits - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$56,385</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 1: Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

Performance Objective 2: Required S4 DIP: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

Evaluation Data Sources: Master schedules, student schedules

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required F1 DIP, S13 CIP: A school health and wellness program including opportunities for physical activity, counseling, and nutrition services for Prek -12th grades will be maintained to provide a well-rounded program of instruction.</p> <p>Strategy's Expected Result/Impact: Higher scores on state fitness tests</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required S2 DIP: 100% of identified Special Education students will be appropriately placed, served and monitored. 100% of identified Special Education students will show growth on state testing results.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Teacher and Aide salaries and benefits; contracted services, staff development, supplies, travel - 199-PIC 23 State Special Education (SpEd), Director and teacher salary and benefits; supplies - 224 IDEA B Formula Special Ed (SpEd), Teacher salary and benefits; supplies - 284-Federal IDEA B ARP</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: S4 DIP, F4 CIP: The district will provide transitional bilingual/early exit program model (or ESL program model, if eligible) to meet the needs of emergent bilinguals, including migrants, as they use their primary language as a resource while acquiring full proficiency in English.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for emergent bilingual students</p> <p>Staff Responsible for Monitoring: Principals Student Services Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Materials - 263 Title III LEP, Teacher salary and benefits - 199-PIC 35 State Bilingual/ESL PreKindergarten, Recruiter Salary and benefits - 212 Title I, Part C - Migrant, Aide salary and benefits; Teacher Stipends; ESL Coordinator salary and benefits; supplies - 199-PIC 25 State Bilingual/ESL</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required F19 DIP: Gifted and talented students will be served through a pullout program in K- 5 grades. The 6th - 12th grade GT students received differentiated instruction in all core content classes.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: Teacher Salary and benefits; Reg 8 contract; supplies - 199-PIC 21 State Gifted & Talented (G/T)</p>	Formative		
	Nov	Feb	May
	0%	0%	0%
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required S4 DIP, F6 CIP: Dyslexia student learning needs will be addressed through MTA and Reading by Design programs.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Teacher salary and benefits; supplies - 199 - PIC 37 State Dyslexia</p>	Formative		
	Nov	Feb	May
	0%	0%	0%
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Required F9 DIP: In an effort to reach more students, a Pre-K program, funded through local, state, and federal resources will provide instruction for ages 3-5 and support the transition of PreK students into kindergarten.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund, Supplies and materials - 225 IDEA B Preschool Special Ed (SpEd), Supplies and materials - 285 - Federal IDEA B PreSchool ARP</p>	Formative		
	Nov	Feb	May
	0%	0%	0%

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Required F10 DIP, F5 CIP: To provide effective transitions for students from junior high to high school, orientation services for eighth grade students will include an informational meeting to help in course selection and a guided tour of the campus.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Required F1 DIP: Fine Arts will be integrated into the course offerings to provide a well-rounded program of instruction to meet the academic needs of all students. Multiple opportunities to participate in fine arts programs will be available during the school day and extra-curricular activities after school will also be available to all students. Music and art will be incorporated within the curriculum at elementary and secondary levels; band directors, floral design, art, and theater arts programs will be at high school.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: DIP: The district will provide opportunities for advanced instruction for students performing at "meets grade level" and "masters grade level," with targeted emphasis on the special education and Hispanic student groups.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance, particularly the special education and Hispanic student groups</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: ESL stipends - 199-PIC 25 State Bilingual/ESL, Sped Teacher salary and benefits - 199-PIC 23 State Special Education (SpEd)</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

Performance Objective 3: CPCISD will improve post-secondary preparedness of all students by ensuring that each graduate has developed a plan for success after high school. CCMR Outcome Bonus targets for August 2026 are

Meeting the CCMR Bonus criteria: 50%




Meeting the threshold for college ready: 40%

Meeting the threshold for career ready: 25%





Meeting the threshold for military ready: 3%.

HB3 Goal

Evaluation Data Sources: Student four-year and post-secondary plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required F14 DIP, F15 DIP: To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with institutions of higher education to provide students with dual enrollment opportunities to earn college credit while in high school.</p> <p>Strategy's Expected Result/Impact: Improved focus for students' post-secondary plans</p> <p>Staff Responsible for Monitoring: High School Principal School Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required F17 DIP, F18 DIP, S9 DIP: To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the Career and Technical Education program. Where possible, CTE teachers will integrate CTE activities with the core academic areas. To incorporate experiential learning opportunities (such as nursing and business) and promote skills attainment important to in-demand occupations and industries in the state, field based learning opportunities with area businesses that provide students in-depth interaction with industry professionals will be offered for academic credit.</p> <p>Strategy's Expected Result/Impact: Higher CCMR Results</p> <p>Staff Responsible for Monitoring: High School Principal</p> <p>Funding Sources: Teacher salary and benefits; supplies; equipment - 199-PIC 22 State Career & Technical Ed (CTE), Supplies - 199-PIC 38 State CCMR Bonus, Supplies - 244 Perkins V Federal Career & Technical Ed (CTE)(</p>	Formative		
	Nov	Feb	May
			










Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Required S9 DIP: For students pursuing a military opportunity, the ASVAB is administered yearly, a tutor for the ASVAB is available, military recruiters will frequently be at the school to provide assistance and information, and students are allowed a "college and career" day to visit military recruitment sites and gain further information.</p> <p>Strategy's Expected Result/Impact: Higher CCMR results</p> <p>Staff Responsible for Monitoring: High School Principal</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
	0%	0%	0%
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required S13 DIP: Students will be assisted in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings.</p> <p>Strategy's Expected Result/Impact: Improved focus for students' four-year plans and post-secondary plans</p> <p>Staff Responsible for Monitoring: High School Principal Junior High Principal School Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required S12 DIP: Counselor, teachers, parents and students will be informed about higher education admissions and financial aid opportunities, including state financial aid opportunities such as Toward Excellence Access and Success Grant Program and the Teach for Texas Grant Program.</p> <p>Strategy's Expected Result/Impact: Higher CCMR results</p> <p>Staff Responsible for Monitoring: High School Principal, Counselor</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
	0%	0%	0%
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Required S5 DIP, F2 DIP: An Accelerated Lab for credit recovery and for individualized, instructional assistance for at-risk students will be utilized at the High School. The credit recovery program facilitator will monitor student progress and assist in courses required for graduation. A zero percent dropout rate will be maintained.</p> <p>Strategy's Expected Result/Impact: 100% graduation rate; 0% dropout rate</p> <p>Staff Responsible for Monitoring: High School Principal; Counselor</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
	0%	0%	0%

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CIP: The district will be an ACT and TSI test administration site and opportunities for ongoing ACT/SAT/TSIA 2 preparation prior to test administration date will be provided.</p> <p>Strategy's Expected Result/Impact: Improved student performance on TSI/ACT/SAT</p> <p>Staff Responsible for Monitoring: High School Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: CIP: The high school will offer one job shadow day to high school students to encourage job exploration.</p> <p>Strategy's Expected Result/Impact: Improved focus for students' four-year plans and post-secondary plans</p> <p>Staff Responsible for Monitoring: High School Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: CIP: Teachers in the 6th through 8th grades will incorporate lessons for career planning and post-secondary options.</p> <p>Strategy's Expected Result/Impact: Improved student understanding and awareness of career and post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Junior High Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

Performance Objective 4: 100% of core academic teachers and instructional paraprofessionals will be appropriately certified and trained, and sufficient district personnel for all school functions will be in place.

Evaluation Data Sources: Certification Records; Employment Records










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required for DIP funding sources: Appropriately certified professional staff and all other staff will be recruited and retained by offering a quality work environment, retention stipends, master's degree stipends, assistance with bilingual certifications, administrative support and ample professional development opportunities. An annual survey of teachers and other staff regarding campus climate and job satisfaction will be conducted.</p> <p>Strategy's Expected Result/Impact: Higher staff retention rates Staff Responsible for Monitoring: Superintendent; Assistant Superintendent</p> <p>Funding Sources: Teacher and aide salaries and benefits - 211 Title I, Part A, Retention stipends for teachers and principals - 255 Title II, Part A, TPTR, Retention stipends for all employees - 281 ESSER II, Retention stipends for all employees; staff salary and benefits - 282 ESSER III, Teacher and aide salaries and benefits - 289 Title IV, Part A, Teacher salary and benefits - 199-PIC 36 State Early Ed</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required S8 DIP: All Staff members will be given opportunities to improve their content instruction and broaden their knowledge of the diverse needs of their students, especially Economical Disadvantaged student and African American students, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center.</p> <p>Strategy's Expected Result/Impact: More effective instruction Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: Professional Development Contracts - 211 Title I, Part A</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CIP: Classroom teachers will engage in professional development to improve their use of instructional technology, including Google Classroom and cyber security. Other options may include: Boardworks, TExGuide, TEKS Resource System, Eduphoria.</p> <p>Strategy's Expected Result/Impact: More effective instruction Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: Professional Development Contracts - 211 Title I, Part A</p>	Formative		
	Nov	Feb	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required F4 DIP, F3 CIP: All secondary teachers will be provided with professional development focusing on the use of WICOR (writing, inquiry collaboration, organization, reading) strategies to increase rigor and engagement during instruction.</p> <p>Strategy's Expected Result/Impact: More effective instruction</p> <p>Staff Responsible for Monitoring: High School and Junior High Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required S7 DIP, F16 DIP: Training/information on the discipline management plan, Student Code of Conduct, crisis management, homework/reteaching policies, and grading policies will be provided.</p> <p>Strategy's Expected Result/Impact: More effective instruction</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: DIP: Training will be provided to instructional leaders focusing on effective walk-throughs with ongoing instructional coaching for all teachers.</p> <p>Strategy's Expected Result/Impact: More effective instruction</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

Performance Objective 5: The district will strengthen its curricula, instruction, and administrative programs by broadening the integration of technology into 100% of its classrooms and administrative offices.

Evaluation Data Sources: Technology Surveys and Reports, Lesson Plans










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required S6 DIP: To aid students in research and real-world problem solving, each teacher will facilitate student use of digital technologies in instruction at least once per six week period.</p> <p>Strategy's Expected Result/Impact: Higher academic achievement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required S6 DIP: To increase blended learning and fluency in math and reading, IStation and Renaissance Accelerated Reader will be utilized to assess and provide individualized instruction for at-risk students and other struggling students. Technology network programs that enhance instruction will be utilized.</p> <p>Strategy's Expected Result/Impact: More effective technology integration</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Online instructional programs - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$9,435</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Required S6 DIP: The district will continuously upgrade infrastructure, hardware, and software to improve the use of technology by staff and students both on campus and off campus.</p> <p>Strategy's Expected Result/Impact: More effective technology integration</p> <p>Staff Responsible for Monitoring: Principals, Assistant Superintendent</p> <p>Funding Sources: Hardware and software upgrades - 281 ESSER II, Hardware and software upgrades - 282 ESSER III, Hardware and software upgrades - 270 Title V Part B Rural and Low Income School</p>	Formative		
	Nov	Feb	May
			


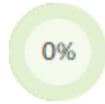
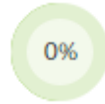


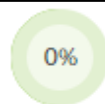
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required S6 DIP: Support /technical assistance will be provided in a timely manner for electronic gradebooks, attendance modules, and other classroom technology.</p> <p>Strategy's Expected Result/Impact: More effective technology integration</p> <p>Staff Responsible for Monitoring: Principals; assistant superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Technology personnel salary & benefits - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$66,928</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required S6 DIP: For more efficient processes, all administrative areas and instructional programs will utilize emerging and established technology.</p> <p>Strategy's Expected Result/Impact: More effective technology integration</p> <p>Staff Responsible for Monitoring: Principals, Assistant Superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Technology hardware and software - 281 ESSER II, Technology hardware and software - 282 ESSER III</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: CPCISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 1: Required F11 DIP, S12 CIP: Parent and Family Engagement will increase by 10% by providing parents with current, timely information about their child's learning and by providing parent training which promotes student learning.

Evaluation Data Sources: School communication logs; sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required F6 DIP, F7 DIP: Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required F7 DIP, F11 DIP: Parents will be invited to serve on the District/Campus Site-Based Committee, and their input will be used in district and campus decision making.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals, Assistant Superintendent</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Required F7 DIP, F11 DIP, S12 CIP: Parents will be invited to attend Title I meetings (scheduled twice at varying times and on different dates for parent convenience), Meet the Teacher Night, Open House, Parent Information Nights, and Report Card Pick-Up Nights as permitted by Covid-19 guidelines.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required S12 CIP: Parent/teacher conferences will be held at least twice yearly as permitted by Covid-19 guidelines, and the Parent-School Compact will be discussed.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required S12 CIP: Parent training programs for supporting social and emotional well-being of children will be reviewed and selected for training sessions scheduled throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CIP: Parent and student training opportunities will be scheduled at a convenient time for parents and school staff.</p> <p>Strategy's Expected Result/Impact: Improved student readiness for learning</p> <p>Staff Responsible for Monitoring: Principals District Health and Safety Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Required S12 CIP: School newsletters, newspaper articles, PTO meetings, email, phone, marquee, website, Facebook and other social media will be utilized to communicate with parents.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Required S12 CIP: Parents will be notified of their students' academic progress including whether the student is in danger of failing for the nine weeks grading period.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: CIP: At least once monthly, students' success will be showcased in innovative ways to encourage students and their parents to take pride and ownership in their education.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: CPCISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 2: At least one new partnership with a community organization will be created in the year.










Evaluation Data Sources: Partnership activity log


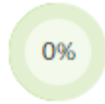
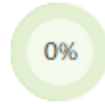

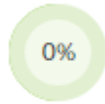
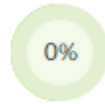

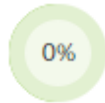
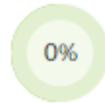

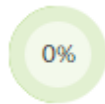

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DIP & CIP: Community members will be invited to become stakeholders in CPCISD by serving on the district-campus site-based committee, and their input will be used in district and campus decision making.</p> <p>Strategy's Expected Result/Impact: Greater community engagement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CIP & DIP: Community organizations will be contacted to serve as educational stakeholders for the district through service on school committees (such as School Health Advisory Council , CTE Advisory Council, etc.) and booster clubs, participation in school-community events such as Veterans Day, and support of school fine arts performances and athletic events.</p> <p>Strategy's Expected Result/Impact: Greater community engagement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DIP: CPCISD will coordinate with area churches and restaurants to provide services, such as meals for district employees, wherein community organization members and school staff members get to interact with each other and form connections.</p> <p>Strategy's Expected Result/Impact: Greater community engagement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			







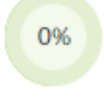





Goal 3: CPCISD will promote a safe and secure environment for all students and staff.








Performance Objective 1: 100% of students, their parents, and the district staff will consider CPCISD a safe environment.

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Required S4 DIP, S11 DIP : To reduce the threat of student violence, bullying , and suicide, a comprehensive school counseling program will be in place at each campus with a guidance plan (regularly updated) to teach conflict resolution, tolerance, honesty, and concern for others.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Required S13 CIP: To promote good mental health, a School Health Advisory Council will be in place to provide coordinated school health advisement, a mental health screener will be administered, and Social and Emotional Learning curriculum will be utilized.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: SEL curriculum, mental health screener - 282 ESSER III</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Required S4 DIP, S15 DIP, S11 CIP: Age-appropriate student training on the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles will be provided.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required S16 DIP: In accordance with the district's trauma-informed policy, positive behavior interventions and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized; campus teams will be trained annually in techniques and research-based practices for providing informed care.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: S4 DIP, S11 CIP: In accordance with Senate Bill 11, CPCISD will inform and train staff concerning the Behavioral Threat Assessment and Management Team and their work to provide a proactive approach for identifying individuals who may pose a threat and for providing interventions before violent incidents occur.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Required S4 DIP, S15 DIP: Students can report dating violence, bullying, sexual harassment and sexual violence through the anonymous online reporting system. (Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager).</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; High school Principal</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Required S7 DIP: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			













Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Required by S11 CIP and Senate Bill 9: Dating violence will not be tolerated and should be reported to the campus principal; parents of the alleged victim or perpetrator will be contacted and an investigation will follow. Victims will be referred to the licensed professional counselor for immediate assistance and follow-up. Age-appropriate educational materials on the dangers of dating violence, including resources for students seeking help, will be available.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Required for DIP funding sources: To assist with providing a safer, healthier school environment during and after the pandemic, the following will be purchased: improved HVAC ventilation systems, clean air supplies, water bottle refill stations, and additional custodial supplies for sanitizing and disinfecting surfaces.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: HVAC equipment and supplies - 281 ESSER II, HVAC equipment and supplies; cleaning supplies - Covid 19 School Health Grant, Water refill stations, cleaning supplies - 282 ESSER III</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Required for DIP funding source: To provide proper security and to monitor social distancing, school bus cameras will be purchased and maintained.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: bus cameras - 282 ESSER III</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: DIP: The district police offices will help ensure a safe learning environment for all students and staff. Coordinating with local and state resources, the district police department will maintain memorandums of understanding (MOUs) with area law enforcement.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			














Strategy 12 Details	Formative Reviews		
<p>Strategy 12: DIP & CIP: The Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats and intruders will be in place.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: CPCISD will promote a safe and secure environment for all students and staff.

Performance Objective 2: 3% fewer discipline referrals will occur as a result of safety/discipline measures in place.

Evaluation Data Sources: PEIMS Discipline Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DIP: Drug dog random searches will occur throughout the school year. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Assistant Superintendent</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DIP/CIP: Safe and drug free activities, such as Red Ribbon Week, will be in place and supplies and incentives provided through Region 8 SDSF Co-op will be utilized. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CIP: All students (grades 7-12) who participate in extra-curricular and co-curricular activities and /or who drive on campus will be subject to random drug-testing. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Required S7 DIP, F16 DIP: To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior and redirection and de-escalation techniques. Strategy's Expected Result/Impact: Reduced number of discipline referrals Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Required S7 DIP: In grades PK-5, Character Education and other classroom guidance sessions will be taught by the counselor.</p> <p>Strategy's Expected Result/Impact: More positive school climate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Required F16: Lunch detention as an alternative discipline measure to keep students in the classroom will be offered.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199-General Fund</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: DIP/CIP: For students removed from the classroom for severe disciplinary infractions, a Disciplinary Alternative Education Program (DAEP) will be in place to provide in-house instruction; this instruction will allow DAEP students to remain on grade level and will help prevent dropouts. In-School Suspension (ISS) will also be available as a discipline strategy.</p> <p>Strategy's Expected Result/Impact: Safer school climate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: DAEP Aide salary and benefits; ISS Aide salary and benefits - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed - \$29,280</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Tina Lavender	Parent
Parent	Ginger Standridge	Parent
Community Representative	need person	Community Member
Local Gov't Rep for Title IV	Mary Doss	Community Member
Business Representative	Nina Hankins	Owner of Site & Sound Technologies
Business Representative	Katie Koon	Owner of Rail 19
Teacher of Students with Disabilities	Nan Baxley	Special Education Teacher
Classroom Teacher	Debra Hollingsworth	Elementary Teacher
Classroom Teacher	Katy Carr	Junior High Teacher
Classroom Teacher	Sandra Silva	High School Teacher
District-level Professional	Austin Baxley	Assistant Principal
Specialized Instructional Support	Carrie Williams	ARD Facilitator/AVID Tutor
District-level Professional	Lydia Walden	Assistant Superintendent
Paraprofessional	Lisa Hood	Paraprofessional
Community Based Organization Rep for Title II & Title IV	Need Person	(local church)
Student	Need person	student
Classroom Teacher	Need person	classroom teacher (need 4 more)
Administrator	Jim Shaw	Principal
Administrator	Buck Haynes	Principal
Administrator	Kelly Baird	Principal

District Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	1			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	11			\$0.00
3	1	12			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000,000.00
+/- Difference					\$2,000,000.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Teacher Salary and benefits; Reg 8 contract; supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,398.00
+/- Difference					\$13,398.00

199-PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Teacher salary and benefits; supplies; equipment		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$594,913.00
+/- Difference					\$594,913.00
199-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teacher and Aide salaries and benefits; contracted services, staff development, supplies, travel		\$0.00
1	2	9	Sped Teacher salary and benefits		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$553,682.00
+/- Difference					\$553,682.00
199-PIC 24 State Comp Ed (SCE), Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Region VIII Contract for At-Risk Training		\$2,700.00
1	1	4	Tutor extra-duty pay; intervention/summer school supplies		\$17,583.00
1	1	5	Teacher salary and benefits		\$9,526.00
1	1	6	Aide salary and benefits		\$47,638.00
1	1	7	Interventionists' salary and benefits		\$145,481.00
1	1	9	Library Aide salary and benefits		\$56,385.00
1	5	2	Online instructional programs		\$9,435.00
1	5	4	Technology personnel salary & benefits		\$66,928.00
3	2	7	DAEP Aide salary and benefits; ISS Aide salary and benefits		\$29,280.00
Sub-Total					\$384,956.00
Budgeted Fund Source Amount					\$384,956.00
+/- Difference					\$0.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Aide salary and benefits; Teacher Stipends; ESL Coordinator salary and benefits; supplies		\$0.00

199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	ESL stipends		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$99,783.00
+/- Difference					\$99,783.00
199-PIC 35 State Bilingual/ESL PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Teacher salary and benefits		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$42,529.00
+/- Difference					\$42,529.00
199-PIC 36 State Early Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Teacher salary and benefits		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$123,520.00
+/- Difference					\$123,520.00
199 - PIC 37 State Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Teacher salary and benefits; supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,800.00
+/- Difference					\$30,800.00
199-PIC 38 State CCMR Bonus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,400.00
+/- Difference					\$4,400.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies for homeless students; materials for accelerated instruction		\$0.00
1	4	1	Teacher and aide salaries and benefits		\$0.00
1	4	2	Professional Development Contracts		\$0.00
1	4	3	Professional Development Contracts		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$230,471.00
+/- Difference					\$230,471.00
212 Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Recruiter Salary and benefits		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,762.00
+/- Difference					\$10,762.00
224 IDEA B Formula Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Director and teacher salary and benefits; supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$154,820.00
+/- Difference					\$154,820.00
225 IDEA B Preschool Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Supplies and materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,608.00
+/- Difference					\$4,608.00
244 Perkins V Federal Career & Technical Ed (CTE)(
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,800.00

244 Perkins V Federal Career & Technical Ed (CTE)(
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$12,800.00
255 Title II, Part A, TPTR						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	4	1	Retention stipends for teachers and principals		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$36,541.00
					+/- Difference	\$36,541.00
263 Title III LEP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	3	Instructional Materials		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$8,829.00
					+/- Difference	\$8,829.00
289 Title IV, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	4	1	Teacher and aide salaries and benefits		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$17,135.00
					+/- Difference	\$17,135.00
270 Title V Part B Rural and Low Income School						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	3	Hardware and software upgrades		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$16,291.00
					+/- Difference	\$16,291.00
284-Federal IDEA B ARP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	2	Teacher salary and benefits; supplies		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$32,562.00

284-Federal IDEA B ARP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$32,562.00
285 - Federal IDEA B PreSchool ARP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	6	Supplies and materials		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$1,239.00
					+/- Difference	\$1,239.00
281 ESSER II						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	4	1	Retention stipends for all employees		\$0.00	
1	5	3	Hardware and software upgrades		\$0.00	
1	5	5	Technology hardware and software		\$0.00	
3	1	9	HVAC equipment and supplies		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$759,151.00
					+/- Difference	\$759,151.00
282 ESSER III						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3	Online resources		\$0.00	
1	1	4	Tutor extra-duty pay; materials for accelerated instruction		\$0.00	
1	4	1	Retention stipends for all employees; staff salary and benefits		\$0.00	
1	5	3	Hardware and software upgrades		\$0.00	
1	5	5	Technology hardware and software		\$0.00	
3	1	2	SEL curriculum, mental health screener		\$0.00	
3	1	9	Water refill stations, cleaning supplies		\$0.00	
3	1	10	bus cameras		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$1,705,497.00
					+/- Difference	\$1,705,497.00

Covid 19 School Health Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	9	HVAC equipment and supplies; cleaning supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,199.00
+/- Difference					\$27,199.00
Grand Total Budgeted					\$6,865,886.00
Grand Total Spent					\$384,956.00
+/- Difference					\$6,480,930.00

Addendums

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 57% by June 2026.

Yearly Target Goals

2022	2023	2024	2025	2026
45%	49%	51%	55%	57%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Eco. Disadv.	ALL
2026	43%	67%	47%	57%
2025	43%	67%	47%	55%
2024	38%	63%	42%	51%
2023	33%	58%	36%	49%
2022	29%	54%	31%	45%
2021	24% (17%)	50% (41%)	25% (24%)	43% (33%)
2020	NA	NA	NA	NA
2019	18%	43%	22%	22%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 55% by June 2026.

Yearly Target Goals

2022	2023	2024	2025	2026
47%	49%	51%	54%	55%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Eco. Disadv.	ALL
2026	48%	67%	44%	55%
2025	48%	67%	44%	54%
2024	43%	67%	42%	51%
2023	38%	63%	36%	49%
2022	33%	63%	33%	47%
2021	29% (28%)	63% (41%)	28% (35%)	45% (40%)
MOY 2020	NA	NA	NA	NA
2019 (no data for 2020)	26%	59%	31%	31%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR Outcome Bonuses will increase from 42% to 50% by August 2026.

Yearly Target Goals

2022	2023	2024	2025	2026
42%	44%	46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economically Disadvantaged
2026	42.50%	65%	36.50%
2025	40.80%	62.40%	35.04%
2024	39.10%	59.80%	33.58%
2023	37.40%	57.20%	32.12%
2022	35.70%	54.60%	30.66%

Baseline 2020

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 32% to 40% by August 2026.

Yearly Target Goals

2022	2023	2024	2025	2026
32%	34%	36%	38%	40%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economically Disadvantaged
2026	34%	52%	29.20%
2025	32.30%	49.40%	27.74%
2024	30.60%	46.80%	26.28%
2023	28.90%	44.20%	24.82%
2022	27.20%	41.60%	23.36%

Baseline 2020

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 17% to 25% by August 2026.

Yearly Target Goals

2022	2023	2024	2025	2026
17%	19%	21%	23%	25%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economically Disadvantaged
2026	21.25%	32.50%	18.25%

2025	19.55%	29.90%	16.79%
2024	17.85%	27.30%	15.33%
2023	16.15%	24.70%	13.87%
2022	14.45%	22.10%	12.41%

Baseline 2020

CCMR Progress Measure 3

The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from 1% to 3% by August 2026.

Yearly Target Goals

2022	2023	2024	2025	2026
1%	1.5%	2.0%	2.5%	3%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economically Disadvantaged
2026	2.55%	3.90%	2.19%
2025	2.13%	3.25%	1.83%
2024	1.70%	2.60%	1.46%
2023	1.28%	1.95%	1.10%
2022	0.85%	1.30%	0.73%

Baseline 2020

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	CCMR Outcome Bonuses	Review proposed goals and consider approval of final draft and monitoring calendar.	Training on board goals requirement in HB 3.
September			
October	Early Reading and Math	Beginning of Year (BOY) progress report.	
November			
December			
January			
February			
March	Early Reading and Math	Middle of Year (MOY) progress report.	
April			
May			
June	Early Reading and Math	End of Year (EOY) progress report.	
July	CCMR Outcome Bonuses	End of Year (EOY) progress report.	

Board Outcome Goal Progress Monitoring Report

CCMR: College, Career, or Military Readiness

Overall
Evaluation
On Track

Progress Measure

The percentage of graduates that meet the criteria for CCMR Outcomes Bonues will increase from 42% to 50% by August 2025.

(insert progress measure overall district data and graphs)

Closing the Gaps Student Groups

	Hispanic	White	Eco. Disadv.
Current	xx%	xx%	xx%
2021 Goal	35.70%	54.60%	30.66%

Supporting Materials

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(Insert Supporting materials and information)

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds ACT (ESSA), the Priority for Service (PFS) Action Plan is a required activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Specialist.

School District: ALL Migrant SSA member districts
Region: 8

Priority for Service (PFS) Action Plan

Filled Out By: Region 8 ESC Migrant Staff
Date: August 31 st , 2021

School Year: 2021 - 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<u>Goal(s):</u>	<u>Objective(s):</u>
The goal for students that participate in the Migrant Education Program and that are identified as Priority for Service students is that they will be successful on yearly state and/or curriculum-based assessments and graduate on time from High School or obtain a High School Equivalency Diploma.	<ul style="list-style-type: none"> ● Monitor the progress of MEP students who are PFS ● Communicate the progress and determine needs of PFS migrant students to school staff, parents and students ● Provide services to PFS students according to need

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly, September through August	NGS Specialist	NGS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of year	ESC MEP Specialist	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ For PFS students who are identified as LEP, TELPAS and other data will be analyzed to ensure instruction is appropriate ▪ For PFS students who failed or were at risk of failing STAAR during the previous two years. STAAR: results will be analyzed and tutorials recommended to staff for these students 	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review NGS Reports, Eduphoria, DMAC

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September 2021	ESC MEP Specialists	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students' information on the Priority for Service criteria. 	September 2021- August 2022	ESC MEP Specialists	Individual PFS Progress Review reports
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review Reports; calendar
Additional Activities			
<ul style="list-style-type: none"> For PFS students who are identified as LEP, TELPAS and other data will be explained to parents 	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review Reports
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Monthly	ESC MEP Specialists	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Monthly	ESC MEP Specialists	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine (ensure that) what federal, state, or local programs serve PFS students. 	Monthly	ESC State & Federal Program Director	Individual PFS Progress Review Reports
Additional Activities			
<ul style="list-style-type: none"> Additional tutorials will be provided for all PFS students who failed the STAAR test during the previous two school years 	Ongoing as Needed	ESC MEP Specialists	NGS Reports Eduphoria/DMAC

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Campus Principals	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA (Legal)	Campus Principals	The school will follow Board Policies: FOCA.
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d) Board Policy BQA (Legal and Local)	Assistant Superintendent	The school will follow Board Policies: BQA

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
5. Dropout Prevention	TEC 11.252 Board Policy BQA (Legal and Local)	Campus Principals	The school will follow Board Policies: BQA
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Assistant Superintendent	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Student Services Coordinator	The school will follow the Priority for Services Action Plan for Migrant Students.
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 	Board Policy FNE (Legal and Local)	Campus Principals	The school will follow Board policy FNE.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs 	TEC 11.252(4) TEC 11.252(3)(G)	School Counselor	District Improvement Plan Strategies

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensure the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent	District Improvement Plan Strategies
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Campus Principals	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Campus Principals	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Campus Principals	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Assistant Superintendent	The school will follow Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001	Campus Principals	District Improvement Plan Strategies

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STATE COMP - PIC 24			TITLE I PART A Fund 211			MIGRANT - Title 1 Part C Fund 263		
<i>Personnel</i>	<i>FTE's</i>	<i>Total Budget</i>	<i>Personnel</i>	<i>FTE's</i>	<i>Total Budget</i>	<i>Personnel</i>	<i>FTE's</i>	<i>Total Budget</i>
Teacher	1.13		Teachers	4		Recruiter	\$ 0.30	\$ 9,411.00
Instructional Aides	2		Instructional Aides	1				
Library Aides	2		Benefits			Total Migrant		\$10,762.00
Technology- Aide	1				\$ 215,471.00			
DAEP Aide	1		Contracted Services			Title IV Fund 289		
Tutors			Region VIII E S C		\$ 30,000.00	Personnel		
		\$ 362,321.00				Teacher		
Contracted Services						TOTAL		\$17,135
Region VIII/		\$ 2,700.00	Supplies			SPECIAL EDUCATION- State PIC 23		
Misc. Contracted Ser.			Instructional Supplies		\$ 1,600.00	Personnel		
Supplies						Teachers	4	
Instructional Supplies		\$ 10,500.00	Total Title I Part A		\$ 230,471.00	Speech Therapist	0.87	
Online Resources		\$ 9,435.00	COVID 19 SCH HEALTH GRANT			Behavioral Specialist	0.4	
Total State Comp		\$ 384,956.00				Diag/Director	1.5	
CTE - PIC 22			TOTAL		\$27,199	Aides	7	
						Bus Driver	1	
Personnel			ESL- PIC 25			Bus Monitors	1	
Teachers	4.79		Personnel			Substitutes		
Substitutes			Instructional Aide	0.3		Benefits		\$ 476,682.00
Benefits		\$ 443,881.00	Teacher Stipends	4				
Supplies		\$ 96,147.00	Benefits			Contracted Services		52000.00
Travel		\$ 54,885.00	Administrator	0.5	\$ 91,683.00	Staff Development		\$ 3,500.00
Equipment		\$ -	Contracted Services					
Total CATE		\$ 594,913.00			\$ 7,500.00	Supplies		15,000
GIFTED/TALENTED -PIC 21			Supplies		600.00	Travel/Misc.		\$ 6,500.00
					\$ -	TOTAL SPED		\$553,682
Personnel	0.13	\$ 6,698.00				ESSER II Fund 281		
Contracted Services		\$ 2,500.00	Travel		\$ -		Total	\$759,151.00
Supplies		\$ 3,200.00				ESSER III Fund 282		
Travel		\$ 1,000.00	Total ESL		\$ 99,783.00		Total	\$1,705,497
Total G/T		\$ 13,398.00	TITLE II A Fund 255					
TITLE III Fund 263								
Personnel		\$ 8,829.00	Personnel			TITLE V R&LI Fund 270		
Instructional Aides	0.4		Teachers	26	\$ 36,541.00	Supplies		
			Principals	3		Technology		\$16,291.00
Supplies			Total Title II A		\$ 36,541.00	Total Title V		\$16,291.00
Total Title III		\$ 8,829.00						

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Idea B Fund 224			IDEA B - PreSchool Fund 225			Early Education - PIC 36		
Total		\$154,820.00	Total		\$4,608.00	Total		\$123,520.00
IDEA B ARP Fund 284			IDEA B PreSchool - ARP Fund 285			CCMR - PIC 38		
Total		\$32,562.00	Total		\$1,239.00	Total		\$4,400.00
Dyslexia - PIC 37			Perkins V Fund 244 (SSA)			ESL PIC 35 PreK		
Total		\$30,800.00	Total		12,800	Total		\$42,529.00