

Como-Pickton CISD
District/Campus Improvement Plan
2022-2023 22-23 DIP without formative reviews
Accountability Rating: B



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 June 2, 2022 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 August 2022, January 2023, and May 2023.

Updated DIP strategies will be implemented accordingly. An end-of-year evaluation, scheduled for May 2023, 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 2022 Texas Academic Performance Report (TAPR), the district's mobility rate is at 15.2%. 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. The staff turnover rate is at 25.1% as per the TAPR report. The average number of students per teacher is approximately 12.

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.

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 2020–2021 Federal Report Card. Como-Pickton CISD's RDA 2020–2021 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) = 0

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 2021-2022 accountability rating is "B" with an overall score of 84 according to TEA guidelines. The campus earned distinction for academic achievement in Science. 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 above state average (CP = 80, TX = 75)
- STAAR Percent at Approaches Grade Level or Above - Math: Rate above state average (CP = 72, Tx =)
- STAAR Percent at Approaches Grade Level or Above - Science: Rate above state average (CP = 72, Tx =)
- STAAR Percent at Approaches Grade Level or Above – Social Studies: Rate below state average (CP = 68, TX = 81)

- STAAR Percent at Meets Grade Level or Above – ELA/Reading: Rate below state average (CP = 51, TX = 48)
- STAAR Percent at Meets Grade Level or Above – Math: Rate below state average (CP = 38, TX = 52)
- STAAR Percent at Meets Grade Level or Above – Science: Rate below state average (CP = 44, TX = 38)
- STAAR Percent at Meets Grade Level or Above – Social Studies: Rate below state average (CP = 42, TX = 54)

- STAAR Percent at Masters Grade Level – ELA/Reading: Rate below state average (CP = 21, TX = 21)
- STAAR Percent at Masters Grade Level – Math: Rate below state average (CP = 17, TX = 26)
- STAAR Percent at Masters Grade Level – Science: Rate below state average and declining (CP = 15 , TX = 14)
- STAAR Percent at Masters Grade Level – Social Studies: Rate below state average (CP = 20, 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. According to the 2022 Texas Academic Performance Report, the dropout rate, though, is at 0% confirming that the district's at-risk program is indeed working in that regard. The graduation rate is 97.8%.

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. 31.5% of CPCISD students enrolled in Advanced/Dual Credit courses in 21-22 whereas the state average of enrollment for this is 42.5%.

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 Designation in science

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 95.2% (according to the 2022 TAPR), 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)

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)

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 classess 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

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

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

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

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:
55% for ELA/Reading performance at "meets grade level" or above (3rd grade HB 3 goal for 2023: 49%)
40% for Mathematics performance at "meets grade level" or above (3rd grade HB 3 goal for 2023: 49%)
50% for Science performance at "meets grade level" or above
48% for Social Studies performance at "meets grade level" or above

HB3 Goal

Evaluation Data Sources: STAAR and EOC performance reports

Strategy 1 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Asst Superintendent, Principals

Funding Sources: - 199-General Fund

Strategy 2 Details

Strategy 2: Required F4 DIP: The district will provide K-12 structured Multi-tiered System of Support (MTSS) for struggling students.

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: Principals

Title I:

2.4, 2.6

Funding Sources: - 199-General Fund

Strategy 3 Details

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 AWARE to determine learning gaps. Intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps.

Strategy's Expected Result/Impact: Higher Academic Achievement

Staff Responsible for Monitoring: Principals

Title I:

2.4, 2.6

Funding Sources: Online resources - 282 ESSER III - Federal

Strategy 4 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: Tutor extra-duty pay; materials for accelerated instruction - 282 ESSER III - Federal, Supplies for homeless students; materials for accelerated instruction - 211 Title I, Part A - Federal, Tutor extra-duty pay; summer school staff & supplies - 199-PIC 28 & 30 State Compensatory Education

Strategy 5 Details

Strategy 5: Required F4 DIP: Teachers in grades Pre-K through 12 will emphasize instruction in reading and writing strategies across all content areas.

Strategy's Expected Result/Impact: Improved student academic performance in the areas of reading and writing

Staff Responsible for Monitoring: Principals

Title I:

2.4, 2.5, 2.6

Funding Sources: - 199-General Fund, Supplies for reading and writing intervention - 199-PIC 28 & 30 State Compensatory Education

Strategy 6 Details

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.

Strategy's Expected Result/Impact: Higher Academic Achievement

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: Paraprofessional salaries and benefits - 199-PIC 28 & 30 State Compensatory Education

Strategy 7 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Funding Sources: Interventionist salaries & benefits and intervention supplies - 199-PIC 28 & 30 State Compensatory Education

Strategy 8 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principal

Title I:

2.6

Funding Sources: - 199-General Fund

Strategy 9 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Assistant Superintendent

Funding Sources: Library Aide salary and benefits - 199-PIC 28 & 30 State Compensatory Education

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

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.

Strategy's Expected Result/Impact: Higher scores on state fitness tests

Staff Responsible for Monitoring: Principals

Title I:

2.5

Funding Sources: - 199-General Fund

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Title I:

2.6

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) - Federal

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Improved academic performance for emergent bilingual students

Staff Responsible for Monitoring: Principals

Student Services Coordinator

Title I:

2.4, 2.5, 2.6

Funding Sources: Aide salary and benefits; Teacher Stipends; ESL Coordinator salary and benefits; supplies - 199-PIC 25 State Bilingual/ESL

Strategy 4 Details

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 will receive differentiated instruction in all core content classes.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Funding Sources: Teacher Salary and benefits; Reg 8 contract; supplies - 199-PIC 21 State Gifted & Talented (G/T)

Strategy 5 Details

Strategy 5: Required S4 DIP, F6 CIP: Dyslexia student learning needs will be addressed through MTA and Reading by Design programs.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: Teacher salary and benefits; supplies - 199 - PIC 37 State Dyslexia

Strategy 6 Details

Strategy 6: Required F9 DIP: In an effort to reach more students, a PPCD program and a Pre-K program (funded through local, state, and federal resources), will be in place to assist students in transitioning to kindergarten.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principal

Title I:

2.6

Funding Sources: - 199-General Fund, Supplies and materials - 225 IDEA B Preschool Special Ed (SpEd) - Federal, - 199-PIC 23 State Special Education (SpEd)

Strategy 7 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 8 Details

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Title I:

2.4

Funding Sources: - 199-General Fund

Strategy 9 Details

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.

Strategy's Expected Result/Impact: Improved student academic performance, particularly the special education and Hispanic student groups

Staff Responsible for Monitoring: Principals

Title I:

2.4, 2.5, 2.6

Funding Sources: ESL stipends - 199-PIC 25 State Bilingual/ESL, Sped Teacher salary and benefits - 199-PIC 23 State Special Education (SpEd)

Strategy 10 Details

Strategy 10: Required S2 DIP: Autistic students will be appropriately identified and served. The district will apply for the state autism grant to better meet the needs of the district's autistic students.

Strategy's Expected Result/Impact: Improved student academic performance and social interaction

Staff Responsible for Monitoring: Principals

Funding Sources: Staff salary and benefits; supplies - 459 -Autism Grant - State

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% (HB3 Goal: 44% for 2023)

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

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.

Strategy's Expected Result/Impact: Improved focus for students' post-secondary plans

Staff Responsible for Monitoring: High School Principal
School Counselor

Title I:

2.5

Funding Sources: - 199-General Fund

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Higher CCMR Results

Staff Responsible for Monitoring: High School Principal

Funding Sources: Teacher salary and benefits; supplies; equipment - 199-PIC 22 State Career & Technical Ed (CTE), Supplies - 199-PIC 38 State CCMR Bonus

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Higher CCMR results

Staff Responsible for Monitoring: High School Principal

Funding Sources: - 199-General Fund

Strategy 4 Details

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.

Strategy's Expected Result/Impact: Improved focus for students' four-year plans and post-secondary plans

Staff Responsible for Monitoring: High School Principal

Junior High Principal

School Counselor

Title I:

2.5, 2.6

Strategy 5 Details

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.

Strategy's Expected Result/Impact: Higher CCMR results

Staff Responsible for Monitoring: High School Principal, Counselor

Funding Sources: - 199-General Fund

Strategy 6 Details

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.

Strategy's Expected Result/Impact: 100% graduation rate; 0% dropout rate

Staff Responsible for Monitoring: High School Principal; Counselor

Funding Sources: - 199-General Fund, Credit recovery program staff salary and benefits; software - 199-PIC 28 & 30 State Compensatory Education

Strategy 7 Details

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.

Strategy's Expected Result/Impact: Improved student performance on TSI/ACT/SAT

Staff Responsible for Monitoring: High School Principal

Title I:

2.5

Funding Sources: - 199-General Fund

Strategy 8 Details

Strategy 8: CIP: The high school will offer one job shadow day to high school students to encourage job exploration.

Strategy's Expected Result/Impact: Improved focus for students' four-year plans and post-secondary plans

Staff Responsible for Monitoring: High School Principal

Title I:

2.5

Funding Sources: - 199-General Fund

Strategy 9 Details

Strategy 9: CIP: Teachers in the 6th through 8th grades will incorporate lessons for career planning and post-secondary options.

Strategy's Expected Result/Impact: Improved student understanding and awareness of career and post-secondary opportunities.

Staff Responsible for Monitoring: Junior High Principal

Title I:

2.5

Funding Sources: - 199-General Fund

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

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.

Strategy's Expected Result/Impact: Higher staff retention rates

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent

Funding Sources: Teacher and aide salaries and benefits - 211 Title I, Part A - Federal, Retention stipends for teachers and principals - 255 Title II, Part A - Federal, Retention stipends for all employees - 281 ESSER II - Federal, Retention stipends for all employees; staff salary and benefits - 282 ESSER III - Federal, Teacher and aide salaries and benefits - 289 Title IV, Part A - Federal, Teacher salary and benefits - 199-PIC 36 State Early Ed

Strategy 2 Details

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.

Strategy's Expected Result/Impact: More effective instruction

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: Professional Development Contracts - 211 Title I, Part A - Federal

Strategy 3 Details

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.

Strategy's Expected Result/Impact: More effective instruction

Staff Responsible for Monitoring: Principals

Funding Sources: Professional Development Contracts - 211 Title I, Part A - Federal

Strategy 4 Details

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.

Strategy's Expected Result/Impact: More effective instruction

Staff Responsible for Monitoring: High School and Junior High Principals

Title I:

2.4, 2.6

Funding Sources: - 199-General Fund

Strategy 5 Details

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.

Strategy's Expected Result/Impact: More effective instruction

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 6 Details

Strategy 6: DIP: Training will be provided to instructional leaders focusing on effective walk-throughs with ongoing instructional coaching for all teachers.

Strategy's Expected Result/Impact: More effective instruction

Staff Responsible for Monitoring: Principals

Title I:

2.4

Funding Sources: - 199-General Fund

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

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.

Strategy's Expected Result/Impact: Higher academic achievement

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 2 Details

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.

Strategy's Expected Result/Impact: More effective technology integration

Staff Responsible for Monitoring: Principals

Title I:

2.4, 2.5, 2.6

Strategy 3 Details

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.

Strategy's Expected Result/Impact: More effective technology integration

Staff Responsible for Monitoring: Principals, Assistant Superintendent

Funding Sources: Hardware and software upgrades - 281 ESSER II - Federal, Hardware and software upgrades - 282 ESSER III - Federal, Hardware and software upgrades - 270 Title V, Part B Rural & Low Income Sch - Fed

Strategy 4 Details

Strategy 4: Required S6 DIP: Support /technical assistance will be provided in a timely manner for electronic gradebooks, attendance modules, and other classroom technology.

Strategy's Expected Result/Impact: More effective technology integration

Staff Responsible for Monitoring: Principals; assistant superintendent

Title I:

2.6

Strategy 5 Details

Strategy 5: Required S6 DIP: For more efficient processes, all administrative areas and instructional programs will utilize emerging and established technology.

Strategy's Expected Result/Impact: More effective technology integration

Staff Responsible for Monitoring: Principals, Assistant Superintendent

Title I:

2.4

Funding Sources: Technology hardware and software - 281 ESSER II - Federal, Technology hardware and software - 282 ESSER III - Federal

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

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals, Assistant Superintendent

Funding Sources: - 199-General Fund

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Title I:

4.1, 4.2

Funding Sources: - 199-General Fund

Strategy 4 Details

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 5 Details

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Title I:

2.4, 2.6

Funding Sources: - 199-General Fund

Strategy 6 Details

Strategy 6: CIP: Parent and student training opportunities will be scheduled at a convenient time for parents and school staff.

Strategy's Expected Result/Impact: Improved student readiness for learning

Staff Responsible for Monitoring: Principals

District Health and Safety Liaison

Title I:

2.5

Funding Sources: - 199-General Fund

Strategy 7 Details

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 8 Details

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 six weeks grading period.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: - 199-General Fund

Strategy 9 Details

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.

Strategy's Expected Result/Impact: Increased parent and family engagement

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

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
<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>
Strategy 2 Details
<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>
Strategy 3 Details
<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>

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
<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>Title I: 2.6</p> <p>Funding Sources: - 199-General Fund</p>
Strategy 2 Details
<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>Title I: 2.6</p> <p>Funding Sources: SEL curriculum, mental health screener - 282 ESSER III - Federal</p>
Strategy 3 Details
<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>Title I: 2.6</p> <p>Funding Sources: - 199-General Fund</p>

Strategy 4 Details

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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: - 199-General Fund

Strategy 5 Details

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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Assistant Superintendent; Principals

Funding Sources: - 199-General Fund

Strategy 6 Details

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).

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Assistant Superintendent; High school Principal

Funding Sources: - 199-General Fund

Strategy 7 Details

Strategy 7: Required S7 DIP: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 8 Details

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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: - 199-General Fund

Strategy 9 Details

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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Assistant Superintendent

Funding Sources: HVAC equipment and supplies - 281 ESSER II - Federal, Water refill stations, cleaning supplies - 282 ESSER III - Federal

Strategy 10 Details

Strategy 10: 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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Assistant Superintendent

Funding Sources: - 199-General Fund

Strategy 11 Details

Strategy 11: 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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principals

Funding Sources: - 199-General Fund

Strategy 12 Details

Strategy 12: Required for DIP funding source: Security fencing, exterior doors, active shooter training, and other safety needs as determined by the district will be in place.

Strategy's Expected Result/Impact: Safer School Facility/Environment

Staff Responsible for Monitoring: Assistant Superintendent, Facility Director

Funding Sources: - 429 Silent Panic Alarm Technology - State, - 429 School Safety and Security Grant - State

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
<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>
Strategy 2 Details
<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>
Strategy 3 Details
<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>
Strategy 4 Details
<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>Title I: 2.6</p> <p>Funding Sources: - 199-General Fund, DAEP staff salary and benefits; software - 199-PIC 28 & 30 State Compensatory Education</p>

Strategy 5 Details

Strategy 5: Required S7 DIP: In grades PK-5, Character Education and other classroom guidance sessions will be taught by the counselor.

Strategy's Expected Result/Impact: More positive school climate

Staff Responsible for Monitoring: Principal

Funding Sources: - 199-General Fund

Strategy 6 Details

Strategy 6: Required F16: Lunch detention as an alternative discipline measure to keep students in the classroom will be offered.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principals

Title I:

2.6

Funding Sources: - 199-General Fund

Strategy 7 Details

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.

Strategy's Expected Result/Impact: Safer school climate

Staff Responsible for Monitoring: Principals

Title I:

2.6

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Tina Lavender	Parent
Parent	Ginger Standridge	Parent
Community Representative	Jena Williams	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	Sandra Silva	High School Teacher
District-level Professional	Austin Baxley	Assistant Principal
Specialized Instructional Support	Carrie Williams	ARD Facilitator/MTSS Coordinator
District-level Professional	Lydia Walden	Assistant Superintendent
Paraprofessional	Eva Teer	Paraprofessional
Community Based Organization Rep for Title II & Title IV	L.D. Baxley	(local church)
Student	Christian Gilbreath	student
Classroom Teacher	Josey Turner	Classroom Teacher
Administrator	Jim Shaw	Principal
Administrator	Buck Haynes	Principal
Administrator	Kelly Baird	Principal
Classroom Teacher	Rebecca Shoaff	Classroom Teacher
Classroom Teacher	Osvaldo Torres	Classroom Teacher
Classroom Teacher	Shannon Dodd	Classroom Teacher
Non-classroom Professional	Lou Colvin	Counselor
Non-classroom Professional	Blair Davis	Counselor

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% (47%)	54% (50%)	31% (40%)	45% (48%)
2021	24% (17%)	50% (45%)	25% (25%)	43% (34%)
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% (53%)	63% (35%)	33% (37%)	47% (41%)
2021	29% (28%)	63% (45%)	28% (38%)	45% (41%)
2020	NA	NA	NA	NA
2019	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

School Year: 2022 - 2023

Filled Out By: Region 8 ESC Migrant Staff
Date: August 26, 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 2022	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 2022- August 2023	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

DIP 2022-2023 Appendix C

STATE COMP- PIC 30 & 28			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	3.07		Teachers	2.73		Recruiter	\$ 0.30	\$ 9,823.00
Instructional Aides	1.75		Instructional Aides	1				
Library Aides	2		Benefits		\$ 204,638.00	Total Migrant		\$9,823.00
Technology	1							
Tutors			Contracted Services			ESSER II Fund 281		
DAEP teacher	0.69	\$ 336,208.00	Region VIII E S C		\$ 30,000.00	TOTAL		\$759,151
Contracted Services		3000	Supplies			SPECIAL EDUCATION - PIC 23		
Region VIII/ Misc. Contracted Ser.		\$ 15,500.00	Instructional Supplies		\$ 1,600.00	<i>Personnel</i>		
Supplies		\$ 15,500.00	Total Title I Part A		\$ 236,238.00	Teachers	4.8	
Instructional Supplies			SPAT Grant (Panic Button)		1,905	Speech Therapist	1	
Online Resources			School Safety Standards		\$ 200,000.00	Behavioral Specialist	0.8	
Total State Comp		\$ 354,708.00	ESL- PIC 25			Diag/Director	1.5	
CTE - PIC 22			<i>Personnel</i>			Aides	4.94	
<i>Personnel</i>			Instructional Aide	1		Bus Driver	1	
Teachers	6.04	\$ 485,293.00	Teacher Stipends	3.0		Bus Monitors	1	
Substitutes		\$ 125,000.00	Interpreter	0.3		ARD Facilitator	0.8	\$ 752,647.00
Supplies		\$ 125,000.00	Administrator	0.5	90,683	Contracted Services		53500.00
Travel		\$ 70,400.00				Staff Development		\$ 3,500.00
Equipment		\$ -	Contracted Services		7,155	Supplies		15,000
Total CATE		\$ 680,693.00	Supplies		1,445.00	Travel/Misc.		\$ 8,500.00
GIFTED/TALENTED - PIC 21			Travel		\$ -	TOTAL SPED		\$833,147
<i>Personnel</i>	0.38		Total ESL		\$ 99,283.00	ESSER III Fund 282		
Contracted Services			TITLE II A - Fund 225			TOTAL		\$1,705,497
Travel			<i>Personnel</i>			TITLE V R&LI - Fund 270		
Total G/T		\$ 14,128.00	Teachers	24	\$ 34,906.00	Supplies		
TITLE III - Fund 263			Total Title II A		\$ 34,906.00	Technology		\$20,290.00
<i>Personnel</i>			ARP Homeless (SSA) Fund			Total Title V		\$20,290.00
Instructional Aides	0.4		Total ARP Homeless		9,552	Autism Grant Fund 459		
Supplies			IDEA B PreSchool Fund 225			<i>Payroll</i>		2,650
Total Title III		\$ 10,098.00	<i>Salary</i>			Contracted Services		59,600
TITLE IV- transfer Title 1 Fund 289			Total IDEA B PreSchool		4,542	Supplies		37,695
<i>Salary</i>			Dyslexia PIC 37			Total Autism Grant		99,945
Total Title IV		17,265	<i>Salary</i>			Early Ed PIC 36		
IDEA B Fund 224			Total Dyslexia		63,250	Total Early Ed		137,984
<i>Salary</i>						ESL PreK PIC 35		
Total IDEA B		150,772				<i>salary</i>		
CCMR PIC 38						Total ESL PreK		53,702
Total CCMR		31,323						

State Compensatory Education Program

Policies and Procedures Manual

Como-Pickton CISD

School Year 2022-2023

Updated: March 2022



Modified by Region 16 ESC (February 2019)

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Section 1: Program Overview

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

Purpose

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. CPCISD will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school or educationally disadvantaged.

The SCE program planning and decision-making for CPCISD will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Goal

The goal of all CPCISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in **performance** on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of **high school completion** between students at risk of dropping out of school and/or economically disadvantaged students and all other CPCISD students [see TEC 48.104(k)].

General Use of Funds

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at CPCISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students who are identified as meeting the at-risk criteria.

CPCISD will use state compensatory education funds to provide support programs and/or services that **supplement** (meaning not used for services benefiting all students) the regular

education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, supplemental to the regular program, and be reflected in the comprehensive needs assessment.

CPCISD will ensure that positions funded with SCE:

- Provide direct **foundation curriculum instruction** and services to identified at-risk students and educationally disadvantaged students;
- Are supplemental to the basic instructional program
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

Use of Funds on Title I, Part A Campus

As appropriate and necessary, SCE funds will be used to support Title I, Part A Schoolwide Elements at CPCISD as a Title I Schoolwide single campus district. The CPCISD ensures that it will continue to use State and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE program will be met.

Section II: Student Eligibility Criteria

TEC Section 29.081; TEC Section 28.0217; SB 702

CPCISD has adopted the TEC Section 29.081 fifteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

- A. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester (**exited when student finishes a school year with all semester grades passing**);
- B. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents (**stays at-risk until graduation**);
- C. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument (**exited when student passes at the 110% level on the next STAAR test in the same area**);

- D. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year (**exited at end of the school year**);
- E. Is pregnant or is a parent (**remains at-risk until graduation, if parent**);
- F. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year (**exited at end of school year following placement year**);
- G. Has been expelled in accordance with §37.007 during the preceding or current school year (**exited at end of school year following expulsion**);
- H. Is currently on parole, probation, deferred prosecution, or other conditional release (**exited at the end of the school year**);
- I. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school (**stays at-risk until graduation**);
- J. Is a student of limited English proficiency (LEP), as defined by §29.052 (**exited when no longer consider LEP**);
- K. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official (**exited at the end of the school year**);
- L. Is homeless, as defined by 42 U.S.C. §11302 and its subsequent amendments (**exited at the end of the school year**);
- M. Resided, in the preceding school year, or who resides, in the current school year, (can even be an overnight stay) in a residential placement facility within the CPCISD (SCE FAQ #6 says that “the location of the facility does not affect a student’s at-risk status), including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home (**exited two years after the date of the student’s release from the facility – need documentation from facility of admission and release dates**);
- N. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. (**stays at-risk until graduation**).
- O. Is enrolled in a school CPCISD or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Local Criteria:

TEC Section 29.081

CPCISD may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria. These students are **not** reported in PEIMS as at-risk.

- CPCISD has elected **not** to identify or serve students under locally defined criteria.

- CPCISD has elected to serve students under locally defined criteria of _____.

Students with Disabilities:

TEC Section 29.081

Any student with a disability must still meet one of the 15 state criteria to be identified as at-risk. |

Section III: Student Identification Procedures

TEC Section 29.081

CPCISD At-Risk Coordinator

The CPCISD Superintendent will identify a District/Campus At-Risk Coordinator. The CPCISD At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the CPCISD At-Risk Coordinator at the district level are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS
- Monitoring SCE expenditures and supplemental positions
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students and educationally disadvantaged students
- Professional development for identification, interventions, and response to interventions for at-risk students.

The responsibilities of the CPCISD At-Risk Coordinator at the campus level are, but not limited to, the following:

- Manage and oversee the process for identification of students based on the 15 criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with staff to ensure appropriate interventions are available to identified at-risk students
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Collaborate with principals to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors
- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct **an annual formative evaluation of the program effectiveness at the campus level.**

The CPCISD At-Risk Contact, will establish a procedure to conduct semester reviews, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3rd grade students only: student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7th to 12th only: student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status or Foster Care
- Residential facility placement data (current or preceding school year)

Section XI: At-Risk Student Profile for Como-Pickton CISD

PEIMS ID#	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current YR Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria Readiness Score: _____ (PK-3 only) Instrument Used: _____ Date: _____	20 State Assessment Score State Assessment- Rdg _____ State Assessment- Math _____ State Assessment- Write _____ State Assessment- Sci _____	Core Subject Grades (7-12 only) <u>Previous Semester</u> MATH _____ SCIENCE _____ ELA _____ Social Studies _____	Core Subjects Grades (7-12 only) <u>Current Semester</u> MATH _____ SCIENCE _____ ELA _____ Social Studies _____
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AT RISK CRITERIA	DOCUMENTATION
Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "At-Risk".	Check all that apply. Documentation for each applicable item must be kept in student's At-Risk folder.
A. Was not advanced from one grade to the next for one or more school years? (Exception-PK or K not advanced as result of parent request)	Grade Record or failure list
B. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
C. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports
D. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)	Copy of Readiness Test (PK-3)
E. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
F. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
G. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
H. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
I. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
J. Is a LEP student?	Copy of LPAC profile indicating LEP status
K. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
L. Is homeless, as defined by 42 U.S.C. §11302 and its amendments?	Copy of records indicating homeless status
M. Resided in preceding or current year in a residential placement facility in the CPCISD, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
N. Has been incarcerated or has a parent/guardian who has been incarcerated...	Copy of documentation confirming incarceration
O. Is enrolled in a dropout recovery school under Section 39.0548	Copy of student registration in dropout recovery school

Student is At-Risk (Please Circle) Yes No _____

Person Completing Form _____ Principal's Signature _____ Date _____

MONITORING RECORD (to be completed at least twice per year)

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: _____

Reason for Exiting Student: _____

Exit Review Conducted By: _____

Section IV: Provision of Services

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83rd Legislative Session

Services

CPCISD DIP/CIP is the primary record supporting SCE services and expenditures. The program/services will be described in the DIP/CIP at the strategy level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the CPCISD At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation/accelerated services for State assessments
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions
- Intensive, supplemental reading programs
- Study skills sessions

- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

* House Bill 5, 83rd Legislative Session added the requirement that each school CPCISD provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

Mentoring Programs for At-Risk Students:

TEC Section 29.089

Each CPCISD may provide mentoring service programs to students at-risk of dropping out of school. The CPCISD will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the CPCISD’s campus(es) and implement the program.

- CPCISD does **not** use SCE funds for these programs.
- CPCISD does use SCE funds for providing mentoring program(s): _____

Monitoring

CPCISD At-Risk Contact:

The CPCISD At-Risk Contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student’s progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers
- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

Continued Monitoring

CPCISD At-Risk Coordinator:

Annually, the CPCISD At-Risk Coordinator will review the use of SCE funds to ensure that the use of funds is targeting students who are at-risk or educationally disadvantaged. Supplemental salaries (FTEs) being paid through SCE will also be reviewed to ensure that the identified strategies in the CNA and DIP/CIP have the intended impact on student achievement.

Section V. Exit Procedures

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the CPCISD At-Risk Contact, in consultation with the principals and/or other appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records

- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP /EB status

Students identified with the following at-risk criteria are automatically exited each school year (recommended after summer PEIMS submission). Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3rd grade Readiness Assessment
- On parole, probation, or deferred prosecution
- In the custody or care of Department of Family Protective Services (DFPS)
- Identified homeless under the McKinney-Vento Homeless Assistance Act
- Identified as Foster Care

Students are never exited from the SCE program when they have been identified as at-risk under the following criteria:

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSDS/PEIMS to have dropped out of school; has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
- is a parent

Methodology for Calculation of the 110% Satisfactory Performance on Assessment Instruments:

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the CPCISD’s responsibility to complete the 110% calculation.

- CPCISD uses the DMAC 110% calculation report.
- CPCISD uses this methodology:

Using an Excel spreadsheet, data from the following are entered:

- The STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History
 - Grade:
 - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th , and Algebra I
 - Reading- Grade level 3rd, 4th, 5th, 6th, 7th and 8th
 - Writing- Grade level 4th and 7th
 - English- English I and English II
 - Social Studies- Grade level 8th and U.S. History
 - Science- Grade level 5th and 8th, and Biology
 - Standard- Approaches
 - Total Test Items for each foundation curriculum subject
 - Raw Score Cut (test items required for Approaches)
 - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
 - 110% Average (Percentage of Total Test Items multiplied by 1.1)
 - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
 - 110% Scale Score

Continued Monitoring:

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the CPCISD At-Risk Contact will establish periodic reviews of student performance for those students who have been exited from the SCE program.

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

Section VI: Program Evaluation

TEC 29.081; TEC Section 11.253

Required Overall Program Evaluation:

The CPCISD At-Risk Coordinator, along with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other CPCISD students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA and DIP/CIP expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will describe the characteristics of the at-risk student population and will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

Additional Evaluation Measures:

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at the elementary or secondary level. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

Student Eligibility Criteria	Program or Service	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Teacher assistants to provide additional one-on-one or small group instruction to at-risk students	STAAR Benchmarks	October, February	At-risk versus not at-risk STAAR results are ELAR: 35% to 80% Math: 28% to 72%.	\$77,330
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Interventionists and supplies to provide additional one-on-one instruction to at-risk students (3 interventionists)	STAAR Benchmarks	October, February	At-risk versus not at-risk STAAR results are ELAR: 35% to 80% Math: 28% to 72%.	\$113,860
	Technology assistant				\$68,104
In DAEP	DAEP program	STAAR Benchmarks	October, February	At-risk versus not at-risk STAAR results are ELAR: 35% to 80% Math: 28% to 72%.	\$17,104
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Credit Recovery	Program Progress Reports	Each 9 weeks	100% of students in program received credits.	\$20,725
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Accelerated Instruction Time	STAAR Benchmarks	October, February	At-risk versus not at-risk STAAR results are ELAR: 35% to 80% Math: 28% to 72%.	\$7502

Step One for Annual SCE Program Evaluation: 2021-2022 school year

Step Two for SCE Program Evaluation: 2021-2022 school year

Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Teacher assistants providing one-on-one or small group instruction to at-risk students: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	At-risk and not at-risk gaps are still present, but at-risk scores are higher than previous years.	None
Subject Area Interventionists for at-risk students: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	At-risk and not at-risk gaps are still present, but at-risk scores are higher than previous years	In the future, evaluation for this service will be the percentage of students (served by interventionists) who pass STAAR.
Technology Assistant	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	There are no findings.	An analysis revealed that this position should not be funded through SCE; this position will be funded through local funds in 22-23.
DAEP: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	At-risk and not at-risk gaps are still present, but at-risk scores are higher than previous years	DAEP will be evaluated in the future as to whether any students are "repeaters." PIC 28 will be used for budgeting DAEP.
Credit Recovery Program: percentage of students receiving credits while in program	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	100% of students in program received high school credits.	None
Accelerated Instruction Time: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	At-risk and not at-risk gaps are still present, but at-risk scores are higher than previous years	In the future, evaluation for this service will be the percentage of students (served by accelerated education teachers) who pass STAAR.

Example Strategy in 2022-2023 CPCISD Improvement Plan

Goal 1, Objective 1,
Strategy 6

Strategy Description	BUDGET	Monitor	Strategy's Expected Result/Impact	Evaluation
Classroom paraprofessionals will provide one-on-one or small group instruction to at-risk or EcoD students.	SCE	Principal	Closing of the gap between students at-risk and not at-risk and those EcoD and not EcoD	STAAR Results

Section VII: State Compensatory Education (SCE) Expenditures

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

CPCISD ensures all costs recorded under SCE are **supplemental** to the regular education program and aligned with the CNA and DIP/CIP.

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to qualifying SCE students. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for qualifying students. **SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.**

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer-assisted instruction
- Extension of the instructional school day, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

Payroll/Personnel:

The CPCISD may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as **number of FTEs in the DIP/CIP**. In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job descriptions and schedules including the number of students served and number of minutes. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually*
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

*Federal regulations only require a new job description if job duties change, but SCE requires this annually.

Records of an employee's class schedule and job description are available at the CPCISD At-Risk Coordinator's office during the school year (and in the personnel files after the yearly local audit).

Accounting Codes

FASRG, 9.3

CPCISD will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non-disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students
- PIC 34 Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP/CIP and CNA. Use of the accounting codes implies that the CPCISD is in compliance with the appropriation of SCE funds to supplement programs that provide services for qualifying SCE students.

CPCISD SCE Expenditures

SCE 2022-2023 CPCISD Funding and Budget

SCE Allocation Amount Received:	\$644,923
Required Direct Cost (At least 55% of received amount)	\$354,708

Expenditures by Object Code:

6100 Payroll Costs	\$336,208
List the number of supplemental position(s) fully or partially funded with SCE at the CPCISD-level:	
Position	FTE's
Interventionist	2
Paraprofessional	3.75
Accelerated Instruction Teacher	0.2
DAEP Teacher	.69

6200 Professional & Contracted Services	\$0
List the contracts to be SCE funded:	

6300 Supplies & Materials	\$18,500
List the supplies and materials to be SCE funded:	
Intervention Supplies	\$7000
Credit Recovery Program A+	\$2500
Online resources for accelerated instruction	\$9000

6400 Other Operating Costs	\$0
List other operating costs to be SCE funded:	
_____	\$ _____

Expenditures by Program Intent Code (PIC):

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services

- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs

List the amount to be allocated to each PIC code:

PIC 24- Accelerated Education	\$ _____
PIC 30- Title I, Schoolwide 40%	\$354,708 _____
PIC 28- DAEP	\$ _____

Section VIII: Other Services/Funds Utilized

(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, CPCISD-level efforts for evaluation should be defined as well)

The CPCISD may draw on other fund sources for support services that address the needs of qualifying SCE students. Other local and special grants and other special state and federal funds may support additional initiatives designed to support all students, especially those in greatest need.



Learning Today...Leading Tomorrow

**Como-Pickton Consolidated Independent School District
Parent & Family Engagement Policy
2022 – 2023**

Como-Pickton Consolidated Independent School District understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Como-Pickton Consolidated Independent School District agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Como-Pickton Consolidated Independent School District will hold Annual Title I Meetings for all parents across the district within the months of August and September. At least one meeting will be convened during the morning hours and one during the evening hours to accommodate parent schedules.

B. FLEXIBLE NUMBER OF MEETINGS

Como-Pickton Consolidated Independent School District will offer a flexible number of parent engagement meetings at convenient times for families, such as meetings in the morning or evening.

C. JOINTLY DEVELOPED

Como-Pickton Consolidated Independent School District will present the Parent and Family Engagement Policy to families at the Annual Title I Meetings for suggested changes. CPCISD will also present the Parent and Family Engagement Policy, along with input garnered from the Annual Title I Meetings, to the Site Based Decision Making Committee to elicit any changes for the coming year. Family members will be invited and encouraged to serve on district level committees, as well as committees at the campus level. CPCISD will also post the Parent and Family Engagement Policy on the district website and, to the extent practical, elicit on-going feedback on these policies.

D. COMMUNICATION

Como-Pickton Consolidated Independent School District will distribute the Parent and Family Engagement Policy to parents upon student enrollment each school year and will also post the policy on the district's website. CPCISD will use meetings, workshops, social media, flyers and other communication via the student or mail, the CPCISD automated phone system, and the district website to keep parents informed. Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

E. PROCESS FOR ON-GOING INPUT

Parents will have the opportunity to submit any comments or concerns to the Como-Pickton Consolidated Independent School District Assistant Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents. These comments or concerns can be sent to the Assistant Superintendent, Lydia Walden, at waldenl@cpcisd.net or by phone at 903.488.8802.

F. SCHOOL-PARENT COMPACT

Como-Pickton Consolidated Independent School District will jointly develop, with parents of participating children, a school-parent compact that outlines how families, school staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standards and how the plan is used, reviewed, and updated. CPCISD will convene Annual Title I schoolwide meetings within the months of August and September to jointly develop with parents and faculty a school-parent compact. CPCISD will also present the drafted School-Parent Compact, along with input garnered from the Annual Title I Meetings, to the Site Based Decision Making Committee to elicit any changes for the coming year. Family members will be invited and encouraged to serve on district level committees, as well as committees at the campus level. CPCISD will also post the School-Parent Compact on the district website and, to the extent practical, elicit on-going feedback.

G. BUILD CAPACITY

Como-Pickton Consolidated Independent School District will build capacity for strong parental involvement to support a partnership among the school and the community for the purpose of improving student academic achievement. For the 2022-2023 school year the following Parent and Family Engagement meeting opportunities will be available to provide assistance to parents of children served by the school district or school:

- Annual Title I Meetings – details about Title I services, the Parent and Family Engagement Policy, and the School-Parent compact will be discussed and attendees will be asked to provide feedback.
- State Testing – campus principals will provide a brief overview for parents of the required state assessments including information related to:
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - how to monitor their child's progress, and
 - how to work with educators.
- Family nights held at campuses to provide materials, resources, and training about how parents can help students with their learning.
- Annual elementary parent/teacher conference times, which will include discussion of the School-Parent Compact and how it relates to the individual child's achievement.
- Additional parent/teacher conferences, as needed, to discuss student achievement and behavior at all grade levels.
- District Site Based Decision Making Committee meetings will be held to include parents in the development of the district/campus improvement plans.
- English Learner parent and family nights will be planned throughout the year and translators will be available at the campus level for parents as needed.
- Dyslexia and Gifted/Talented parent and family nights and workshops are scheduled to be offered and will provide parents with materials and resources to increase student achievement.
- Parents are provided opportunities to attend select trainings and conferences for increasing their knowledge and awareness through coordination of federal, state, and local programs.
- District Resources – a list of services and resources appear on the district's website at www.cpcisd.net under the tab "Parents/Students".

- The district will provide training and information for teachers in the best ways to reach out and communicate effectively with parents, as well as how to work with parents as partners to strengthen the home/school connection.

H. ACCESSIBILITY

Como-Pickton Consolidated Independent School District will offer parent meetings at flexible times throughout the school year. Announcements will be available through the district website and social media pages in a language that can be understood by parents. Progress reports, report cards, state assessment results, and other information regarding student achievement will be sent to parents in a timely manner. In addition to CPCISD Title I Parent Meetings, we will also hold parent meetings for parents of students that are also in the English Learner Program. CPCISD will also maintain a district data site for parents to access student grades and attendance at any time. The district's offices will maintain normal business hours and welcome feedback in the form of personal visits, conferences, emails, and phone calls. Please note, appointments are preferred so that parents may be offered our full attention.

I. EVALUATION

Como-Pickton Consolidated Independent School District will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise its parental involvement policies with the involvement of parents.

J. STATEWIDE INITIATIVE

Texas has established a Parent and Family Engagement Initiative hosted by the Region 16 Education Service Center. The website is: <https://www.esc16.net/page/title1swi.home>.

The Assistant Superintendent at Como-Pickton Consolidated Independent School District is responsible for annually reviewing and publishing this policy. Please contact Lydia Walden, at waldenl@cpcisd.net or by phone at 903.488.8802 with any comments or suggestions. Please refer to www.cpcisd.net for information on how to become a volunteer, parent handbooks, calendars of school events, or talk to your school principal about opportunities to serve on committees or participate in other parent opportunities.