Calallen Independent School District

District Improvement Plan

2021-2022

Mission Statement

Calallen ISD, grounded in a tradition of unyielding commitment to excellence, academics, integrity, citizenship, and service, empowers each and every student to achieve their unique potential in an ever-changing, dynamic world.

Vision

Intentionally empowering today, to excel tomorrow.

Value Statement

In CISD, we believe that….

- *all students are at the heart of our decisions*
- *education is a shared responsibility among students, educators, parents, and the community*
- *character and integrity matter*
- *all students must feel safe, respected, and connected to learn effectively*
- *students need to be critical thinkers and problem solvers*
- *strong, meaningful relationships that value and respect the differences in all people are essential to success*
- *our success is not determined by a single, standardized assessment.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The community of Calallen is on the Nueces River in north central Nueces County. It is approximately 16 miles from Corpus Christi, Texas. Calallen ISD is comprised of approximately 40 square miles and is bordered by Robstown ISD and TMISD in Nueces County. Calallen ISD moved from a 5A district in 2019 to a 4A district in 2020. CISD serves a little over 4000 students per year and has five campuses: one high school, one middle school, one grade 4-5 intermediate and two PK-3rd grade elementary campuses.

- Enrollment started to decrease in 2009-10 and has shown a slight increase in the past few of years to just over 4000 students. The growth of jobs and housing in the community is expected to continue and will therefore cause an increase in enrollment.
- The Hispanic population has increased from 48.6% in 2010 to 64.7% in 2020 while the white population has decreased from 45.9%in 2010 to 31.9% in 2020.
- Although the special education enrollment was up and down over the last 10 years, it has increased from 9.4% in 2009 to 12.9% in 2020.
- The Bilingual Emergent student population maintained an average of about 2% for several years; however, Fall 2018 PEIMS Snapshot Report showed a LEP population of 3%. It took a slight dip in 2020 to 2.9%.
- Class size has maintained an average of around 19.
- The economically disadvantaged population rose from 45% in 2010 to 51.6% in 2020.

- Calallen ISD revamped its 2015-2020 strategic plan utilizing a team of staff, parents and community members to collaborate on their vision, beliefs, and goals for the future of Calallen ISD.
- The mission, vision, beliefs, learner outcomes, learner profile, and goals were finalized in the spring of 2020 and are incorporated with the current District Improvement Plan goals.
- The data of the CNA will continue to be used and aligned with updated accountability and district initiatives to enhance our planning processes.

With regard to staff quality, recruitment, and retention, CISD teachers are state certified and instructional paraprofessionals are highly qualified. Positions funded with state allotment and federal funds are evaluated every year for necessity and effectiveness annually. CISD has systems in place to support new teachers such as New Teacher Orientation and a mentor program. Professional development needs for teachers new to the district are analyzed and provided either by the district or the ESC. CISD has structures in place to ensure that teachers and others implement training objectives effectively in the classroom. The structures include walk-throughs, T-TESS evaluations, and administrator coaching feedback. Teachers in need of support receive additional assistance from department chairs, classroom observations, mentor teachers, instructional deans, and administrator coaching.

Demographics Strengths

- Despite the increase in enrollment and diverse populations, CISD continues to achieve academic performance at high levels in comparison to the region and state. The district accountability rating went from a B rating in 2018 to an A rating in 2019 with 2 campuses also achieving an A rating (Calallen High School and Wood River Elementary).
- The continuous and gradual increase in overall enrollment shows the desire of families to move their children to CISD.
- The increase in economically disadvantaged students allows the elementary campuses to maintain Title I status and receive federal funding.
- Calallen ISD strives to maintain small class sizes under 22 (approximately 19 on average).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students. **Root Cause:** The district Hispanic population has increased from 48.6% in 2010 to over 64.7% in 2020, and the economically disadvantaged student population has increased from 45% in 2010 to 51.6% in 2020.

Student Learning

Student Learning Summary

The Texas Education Agency (TEA) announced that due to the COVID-19 virus's disruptive effects on more than 5.5 million Texas students, all districts and campuses received a label of "Not Rated: Declared State of Disaster" for 2020-2021. STAAR testing was cancelled for 2020.

A recent national study published by McKinsey and Co. stated the following:

- Students testing in 2021 were about ten points behind in math and nine points behind in reading compared with matched students in previous years.
- Unfinished learning through the pandemic exacerbates historical inequities, especially for Black students.
- Parents reported increases in mental health conditions and concerning behaviors in their children.
- Absenteeism among students in eighth through 12th grade increased significantly during the pandemic.
- The economic gap caused by pandemic-related unfinished learning adds to existing racial achievement gaps in the United States.

By the end of the 2020–21 school year, students were on average five months behind in math and four months behind in reading.

Cumulative months of unfinished learning due to the pandemic by type of school, grades 1 through 6

Learning gap	By race Schools that are majority ...		By income Household average, per school		By location School site	
Math 5 months behind	Black	6	<$25K	7	City	5
	Hispanic	6	$25K–$75K	5	Suburb[1]	5
	White	4	>$75K	4	Rural	4
Reading 4 months behind	Black	6	<$25K	6	City	4
	Hispanic	5	$25K–$75K	4	Suburb[1]	4
	White	3	>$75K	3	Rural	3

Data are disaggregated after each state assessment by every program and student group and is accessible to campus and district leaders. District leaders receive electronic reports comparing prior year to current year. The STAAR assessment data indicates a lag with the special education and EL student groups behind all other program areas. African American students also lag behind other race/ethnicity groups in tested areas. The same data trends that are seen with STAAR at the district level are seen at the state level. The District uses a variety of instructional methods to equip schools to meet the needs of students not achieving their full potential including data team meetings, PLCs, curriculum advisories, and ongoing support through instructional coaches, and additional professional development.

CALALLEN STAAR Report Performance Data 2019 / 2021

Grade 3 Reading		
Approaches Grade Level or Above	2021	77%
	2019	86%
Meets Grade Level or Above	2021	41%
	2019	58%
Masters Grade Level	2021	21%
	2019	36%

Grade 3 Mathematics		
Approaches Grade Level or Above	2021	77%
	2019	88%
Meets Grade Level or Above	2021	39%
	2019	60%
Masters Grade Level	2021	17%
	2019	34%

Grade 4 Reading		
Approaches Grade Level or Above	2021	65%
	2019	87%
Meets Grade Level or Above	2021	37%
	2019	55%
Masters Grade Level	2021	16%
	2019	30%

Grade 4 Mathematics		
Approaches Grade Level or Above	2021	61c
	2019	85%
Meets Grade Level or Above	2021	33%
	2019	54%
Masters Grade Level	2021	18%
	2019	30%

Grade 4 Writing		
Approaches Grade Level or Above	2021	61%
	2019	73%
Meets Grade Level or Above	2021	30%
	2019	40%
Masters Grade Level	2021	6%
	2019	8%

Grade 5 Reading		
Approaches Grade Level or Above	2021	76%
	2019	90%
Meets Grade Level or Above	2021	48%
	2019	64%
Masters Grade Level	2021	32%
	2019	35%

Grade 5 Mathematics		
Approaches Grade Level or Above	2021	79%
	2019	93%
Meets Grade Level or Above	2021	51%
	2019	67%
Masters Grade Level	2021	25%
	2019	42%

Grade 5 Science		
Approaches Grade Level or Above	2021	73%
	2019	86%
Meets Grade Level or Above	2021	40%
	2019	65%
Masters Grade Level	2021	19%
	2019	38%

Grade 6 Reading		
Approaches Grade Level or Above	2021	69%
	2019	72%
Meets Grade Level or Above	2021	29%
	2019	39%
Masters Grade Level	2021	11%
	2019	18%

Grade 6 Mathematics		
Approaches Grade Level or Above	2021	72%
	2019	82%
Meets Grade Level or Above	2021	28%
	2019	41%
Masters Grade Level	2021	6%
	2019	9%

Grade 7 Reading		
Approaches Grade Level or Above	2021	71%
	2019	82%
Meets Grade Level or Above	2021	46%
	2019	56%
Masters Grade Level	2021	25%
	2019	31%

Grade 7 Mathematics		
Approaches Grade Level or Above	2021	70%
	2019	81%
Meets Grade Level or Above	2021	36%
	2019	49%
Masters Grade Level	2021	14%
	2019	19%

Grade 7 Writing		
Approaches Grade Level or Above	2021	70%
	2019	77%
Meets Grade Level or Above	2021	40%
	2019	46%
Masters Grade Level	2021	11%
	2019	21%

Grade 8 Social Studies		
Approaches Grade Level or Above	2021	62%
	2019	70%
Meets Grade Level or Above	2021	31%
	2019	37%
Masters Grade Level	2021	16%
	2019	24%

End of Course Biology		
Approaches Grade Level or Above	2021	92%
	2019	97%
Meets Grade Level or Above	2021	79%
	2019	81%
Masters Grade Level	2021	41%
	2019	40%

Grade 8 Reading		
Approaches Grade Level or Above	2021	72%
	2019	90%
Meets Grade Level or Above	2021	47%
	2019	56%
Masters Grade Level	2021	25%
	2019	32%

Grade 8 Mathematics		
Approaches Grade Level or Above	2021	77%
	2019	96%
Meets Grade Level or Above	2021	52%
	2019	67%
Masters Grade Level	2021	16%
	2019	22%

Grade 8 Science		
Approaches Grade Level or Above	2021	78%
	2019	87%
Meets Grade Level or Above	2021	55%
	2019	61%
Masters Grade Level	2021	33%
	2019	38%

End of Course English I		
Approaches Grade Level or Above	2021	75%
	2019	79%
Meets Grade Level or Above	2021	58%
	2019	53%
Masters Grade Level	2021	10%
	2019	13%

End of Course English II		
Approaches Grade Level or Above	2021	85%
	2019	85%
Meets Grade Level or Above	2021	76%
	2019	62%
Masters Grade Level	2021	16%
	2019	58%

End of Course Algebra I		
Approaches Grade Level or Above	2021	76%
	2019	93%
Meets Grade Level or Above	2021	41%
	2019	75%
Masters Grade Level	2021	23%
	2019	45%

End of Course U.S. History		
Approaches Grade Level or Above	2021	94%
	2019	97%
Meets Grade Level or Above	2021	75%
	2019	86%
Masters Grade Level	2021	52%
	2019	58%

Student Learning Strengths

Calallen ISD strives to achieve the following STAAR test goals: at or above 90% Approaches, 60% Meets, and 30% Masters in all grades and subject areas. Over 8 tested areas met above 60% at the Meets level in 2019. We will continue to set high expectations for learning in order to meet these goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): District 3rd grade Meets reading performance was 58% in 2019 but went down to 41% in 2021. 4th grade Meets reading score was at 55% in 2019 and it decreased to 37% in 2021. District writing performance continues to be a challenge for teachers and students. **Root Cause:** Covid, virtual learning, increased rigor and passing standards, and other factors contributed to learning loss and made it more difficult for students to meet the meets and masters level. In addition, teacher turnover and continuous change in diverse populations result in more need for PD and aligned resources.

Problem Statement 2 (Prioritized): District 3rd grade math decreased from 60% Meets grade level in 2019 to 39% Meets in 2021. 4th grade math decreased from 54% to 33% in 2021. **Root Cause:** Covid, virtual learning, realignment of math TEKS, and other factors contributed to learning loss and made it more difficult for students to achieve the Meets and Masters level. We must identify gaps that need to be addressed with PD, technology and other teacher resources.

Problem Statement 3 (Prioritized): Although the district implemented continuous learning, there is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance students toward meeting targeted goals, with emphasis on learners who did not participate in continuous learning and are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 4 (Prioritized): There is a need to increase the student growth domain of all students at all 3 levels of performance (Approaches, Meets, and Masters). **Root Cause:** Lack of focus on growth for all students.

Problem Statement 5 (Prioritized): STAAR scores of special education and bilingual emergent students decreased. Data continues to show that special education and bilingual emergent students struggle to perform satisfactorily on state assessments across the state and district. **Root Cause:** Covid, virtual learning, and other factors contributed to learning loss. The growing diverse populations, especially with special education and bilingual emergent students, and the STAAR passing rates amongst those students show a continuous need for resources and professional development targeting strategies for special education and bilingual emergent students.

Problem Statement 6: There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement. **Root Cause:** Limited time to collaborate.

Problem Statement 7 (Prioritized): Align all CTE courses with an industry credential opportunity based on the TEA industry-based certification list for accountability and ensure multiple opportunities for all students to meet their CCMR. **Root Cause:** Lack of alignment/sustainability within our CTE/CCMR programs and the focus on career, life readiness, and certifications offered.

District Processes & Programs

District Processes & Programs Summary

- Calallen ISD has a comprehensive system of processes and programs designed to articulate the district's mission, vision, and practices that send a clear message of what defines CISD schools. This is a message not only for educators but for the community at large. This message creates public understanding of what the school system is trying to do to prepare students for challenging high school work and to ensure college, career, and/or military readiness.

The authenticity of this message is affirmed through the recently updated district's strategic plan that manifests the mission and vision — and then district actions that establish the conditions necessary for principals and teacher leaders to create an innovative and superlative school district. These conditions include aligning all policies and resources to the plan; creating a collaborative and supportive working relationship with each school; expecting and supporting the principal to become the school's instructional leader; and communicating the strategic plan, mission, and vision to the public in a highly visible way that provides the context for principals to make decisions supported by parents and the larger community.

CISD teachers receive top-notch professional development opportunities throughout the year. Research indicates that teachers prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights. That is exactly what they receive in CISD.   Our teachers are members of a strong collaborative culture who derive significant benefits in their day-to-day work in key instructional areas, such as planning lessons, developing teaching skills and content, and aligning curriculum and expectations.

In addition, CISD teachers work collaboratively and effectively in Professional Learning Communities (PLCs). A PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.

The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs help fulfill the T-TESS continuous learning for teachers so that teachers benefit just as much as students.

Professional Practices

Professional Learning

Curriculum and Instruction and Special Education have been working together to design support systems for students who are not achieving their full potential. The departments collaborate together on delivering professional development opportunities as well as meet with the central office teams and instructional coaches as appropriate to provide scaffolded supports to students.

Calallen ISD has a history of providing personalized learning and wants to continue that. Professional learning sessions are planned to meet the needs of teachers with all levels of experience. Collecting feedback to inform future professional learning sessions will be an important step in the development of engaging sessions.

Calallen ISD has also provided extensive New Teacher Orientation and Mentor Teacher Training programs. The intent of this training is to provide new teachers with the support they need to be successful in the classroom.

Programs and Opportunities for Students

Technology Integration

The technology department conducts after-school professional development offerings, training requested by individual campuses and at various department meetings and provides access to EduHero and Gateway online training that is available to everyone. The integration of technology aids the learning process by making it active and engaging for students. Technology ensures each student has a voice, allows quick feedback to students and teachers, is adaptive to student needs, enhances both teacher and peer collaboration, and provides access outside the classroom.

Career and Technical Education

Career and Technical Education (CTE) is a specialty area which requires teachers to possess specific certifications and credentials aligned with the industry in which they teach. Calallen ISD is a District of Innovation which allows the flexibility to hire professionals from the industry under a District Teaching Permit. The number of industry credentials earned by students has shown an increase for the past three years. Student enrollment in work-based learning opportunities connected to their coursework has also increased.

Dyslexia Program

CISD provides support to identified dyslexic students through direct interventions and the monitoring of in-class accommodations. The dyslexia specialists conduct evaluations for all students referred through Section 504. Parent and general teacher education is a critical component of dyslexia support. The district provides parent education opportunities as well as staff development opportunities for general education teachers to increase dyslexia awareness.

Early Childhood Education

The District will transition to a full-day Pre-K program in order to comply with requirements outlined in House Bill 3.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2021-2022 school year, three schoolwide elementary campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Calallen ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners.

Counseling and Mental Health Services

All 6th-12th grade students meet individually with the school counselor each year to discuss course selection, career pathways, review credits and create personal graduation plan. Courses selections are tailored to help students maximize their preparedness to meet individual goals. Career assessments, interest inventories and other activities are also used to guide students and provide information specific to their intended career goals. School counselors meet with students and parents to apprise them of financial aid opportunities including but not limited to grants that might be available to meet specific student needs.

Sources of information on higher education admissions and financial aid are made available through a variety of methods, including informational events.

School counselors work with students at developmentally appropriate levels to teach problem-solving skills and conflict resolution, through individual counseling sessions, group counseling and classroom guidance as necessary. Restorative Practices is an integral component in the district's counseling program and is

consistent among all campuses. It is an effective component for instilling and strengthening students' social skills and empathy. These skills are critical for influencing students' abilities to self-advocate and resolve conflicts in a positive manner. All school staff members are trained in recognizing students who may be at risk of suicide.

CISD will be implementing the "Leader in Me" character education program this year. It is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century.

Bilingual Emergent Program

CISD seeks to provide excellence in education for bilingual immersion students through service rooted in integrity and innovation; advocacy for bilingual immersion studentss and their families; and affirmation and advancement of the strengths of a diverse community. Students with a primary language other than English who are identified as bilingual immersion students shall be provided a full opportunity to participate in an a bilingual Emergent program. Bilingual Emergent program services are offered at all Calallen ISD campuses. (Title III)

Gifted and Talented Program

The gifted and talented program is available on every campus and at every grade level. GT teachers receive training in screening processes and procedures and in the delivery of curriculum to GT students.

Coordinated Health Program

The district ensures all students in physical education classrooms are physically active. The district also ensures, on an annual basis, all physical education classrooms conduct and report the results of the physical fitness assessment, FitnessGram, and then submits the district data to the state and requires all students to complete the state recommended minutes (elementary)/credits (secondary) for physical education and requires all students to take one semester credit of health for graduation.

The district also supports Coordinated Approach to Child Health (CATCH) initiatives in elementary/junior high and complies with all requirements for School Health Advisory Council (SHAC), providing an annual SHAC report to the school board. Our district curriculum for physical education and health incorporates a Coordinated School Health approach in the unit plans for grades K-12. All students in grades 3-12 enrolled in a physical education course participates in the annual FitnessGram. A variety of physical education units of study options are available in the curriculum to allow for personalized learning experiences, based on student needs, in grades K-12.

Procedures

Discipline Management

Calallen ISD has policies, procedures, programs, practices, and monitoring systems in place which are intended to improve student behavior and address student misbehavior in a way that minimizes classroom removals. The Discipline Management Plan and Student Code of Conduct provide a range of discipline outcomes, most of which do not remove students from instruction. Additionally, campuses use Restorative Practices circles and other specific practices which prevent student misbehavior.

Bullying and Violence Prevention

Calallen ISD has multiple policies in place which prohibit bullying, including cyberbullying, as defined by state law. Procedures are in place for campus reporting,

including anonymous reporting of bullying. Each campus conducts an investigation based on the allegations of the report and takes appropriate action. Parents of the victim and student accused of bullying are both notified of the results of the investigation and subsequent actions which will prevent future bullying.

Calallen ISD has policies and procedures aligned with Federal and State laws such as implementing an anonymous reporting system. Calallen ISD provides multiple avenues to report allegations of bullying or harassment.

Calallen ISD does not tolerate dating violence; procedures and reporting guidelines will be established and will begin immediately. Information specific to dating violence is delivered to students at the secondary levels.   The CISD dating violence policy will include a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

District Processes & Programs Strengths

- Calallen ISD offers top notch professional development for teachers including best practices and researched based methods. - *Professional Development Needs Assessment Survey Data-Data Source*
- Calallen ISD continues to evaluate program strength and weaknesses as well as program usage and value (including all programs related to technology integration) to ensure they are aligned with district goals.
- Calallen also offers curriculum writing time and PLC time at each campus.

- Calallen ISD offers a variety of trainings including face-to-face campus offerings and online offerings. Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.

- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.

- Numerous opportunities to engage with staff and the educational process are available to parents and community members at both the district and campus levels. The district's broad approach to student and family outreach is a major strength of the district.

- Strengths include active, frequent and predictable outreach and communication with stakeholder groups.

- The strengths of district professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for an increased emphasis on physical, mental, and social health and wellness during this universal pandemic. **Root Cause:** COVID-19 and uncertainty

Problem Statement 2 (Prioritized): As noted under student learning section, STAAR scores have significantly decreased in all subject areas and all grade levels. (See Student Learning) **Root Cause:** Professional development needs assessment survey results indicated a need by staff to receive more PD on best practices to engage and teach struggling learners.

Problem Statement 3: There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats. **Root Cause:** Not enough time for professional development.

Problem Statement 4 (Prioritized): There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia. **Root Cause:** Lack of knowledge and understanding of early reader deficiencies.

Problem Statement 5 (Prioritized): There is a need to continue to add opportunities for students to earn industry credentials. **Root Cause:** Student indecision

Perceptions

Perceptions Summary

Calallen ISD recognizes the importance of perceptions and realizes that perception is in the eye of the beholder. Perceptions are important since people act based on what they believe. It's important to know what relations have been like in the past, and what expectations the school and community have for the future. One year of perception data could answer the question, "What are current parent, student, or teacher perceptions of the learning environment?" Over time, and with specific interventions, the question could be, "How have perceptions of the learning environment changed?"

The strategic planning committee mandated the use of a student and parent perception survey and perception data has been collected for several years. The data must be analyzed each year then aggregated to see what (if anything) has changed. In addition, the district is committed to becoming a stronger force in the community. The district will proactively market itself and highlight CISD events, activities, and accomplishments through social media and various other methods. Increased communication, parent, and community involvement is a key to the success of this endeavor.

Calallen ISD works diligently to ensure that parents, staff, and community members have ample opportunities to provide feedback, and ask questions about the educational direction of the District. The district encourages a two-way dialogue with its constituents through its District Education Improvement Committee which includes a representative group of staff, parent, business, and community members. A Comprehensive Needs Assessment committee meets annually to determine District goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups consisting of parents, business, community and staff are also available to constituents to participate. Discussion topics include the instructional calendar, staffing needs, budgeting, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Career and Technical Education Advisory Group and the Student Health Advisory Council.

The district develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Information on District considerations are shared via a number of outlets including parent and community email, social media and via the website.

In addition to offering a number of engagement opportunities to stakeholders, campuses and the district also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the district to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being.

The district frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community members to engage in the educational process at the campus and district level. Calallen ISD will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning.

Additionally, Title I campuses place emphasis on parent and family engagement. 2020-2021 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel CISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

Perceptions Strengths

Calallen ISD continues to strive to offer top notch staff development and training. Recent relationship and behavior initiatives have improved discipline and school climate. High numbers of parental attendance at events and involvement across the district shows the support of our community for our schools.

Sources include:

- longitudinal data showing discipline, attendance, academic achievement and more
- Student, teacher, and parent surveys
- Calallen ISD District Highlights
- Increased enrollment showing interest in our district

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): District attendance rates dropped due to virtual learning, COVID, etc. **Root Cause:** Campuses struggle to maintain above 95% due to many ongoing challenges in society, COVID-19, illnesses, diverse populations and expectations. Lack of funding for motivational initiatives and incentives make it difficult to reward and motivate older students. Resources and PD will be an ongoing need to increase positive campus climate, discipline and attendance.

Problem Statement 2: There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community. **Root Cause:** Parents are too busy to attend many of the school functions.

Priority Problem Statements

Problem Statement 12: Align all CTE courses with an industry credential opportunity based on the TEA industry-based certification list for accountability and ensure multiple opportunities for all students to meet their CCMR.

Root Cause 12: Lack of alignment/sustainability within our CTE/CCMR programs and the focus on career, life readiness, and certifications offered.

Problem Statement 12 Areas: Student Achievement - Student Learning

Problem Statement 9: PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students.

Root Cause 9: The district Hispanic population has increased from 48.6% in 2010 to over 64.7% in 2020, and the economically disadvantaged student population has increased from 45% in 2010 to 51.6% in 2020.

Problem Statement 9 Areas: Demographics

Problem Statement 5: District 3rd grade Meets reading performance was 58% in 2019 but went down to 41% in 2021. 4th grade Meets reading score was at 55% in 2019 and it decreased to 37% in 2021. District writing performance continues to be a challenge for teachers and students.

Root Cause 5: Covid, virtual learning, increased rigor and passing standards, and other factors contributed to learning loss and made it more difficult for students to meet the meets and masters level. In addition, teacher turnover and continuous change in diverse populations result in more need for PD and aligned resources.

Problem Statement 5 Areas: Student Learning

Problem Statement 1: There is a need for an increased emphasis on physical, mental, and social health and wellness during this universal pandemic.

Root Cause 1: COVID-19 and uncertainty

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 10: District attendance rates dropped due to virtual learning, COVID, etc.

Root Cause 10: Campuses struggle to maintain above 95% due to many ongoing challenges in society, COVID-19, illnesses, diverse populations and expectations. Lack of funding for motivational initiatives and incentives make it difficult to reward and motivate older students. Resources and PD will be an ongoing need to increase positive campus climate, discipline and attendance.

Problem Statement 10 Areas: Perceptions

Problem Statement 6: District 3rd grade math decreased from 60% Meets grade level in 2019 to 39% Meets in 2021. 4th grade math decreased from 54% to 33% in 2021.

Root Cause 6: Covid, virtual learning, realignment of math TEKS, and other factors contributed to learning loss and made it more difficult for students to achieve the Meets and Masters level. We must identify gaps that need to be addressed with PD, technology and other teacher resources.

Problem Statement 6 Areas: Student Learning

Problem Statement 8: As noted under student learning section, STAAR scores have significantly decreased in all subject areas and all grade levels. (See Student Learning)

Root Cause 8: Professional development needs assessment survey results indicated a need by staff to receive more PD on best practices to engage and teach struggling learners.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 4: Although the district implemented continuous learning, there is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance students toward meeting targeted goals, with emphasis on learners who did not participate in continuous learning and are served through special education and English learners.

Root Cause 4: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 11: There is a need to increase the student growth domain of all students at all 3 levels of performance (Approaches, Meets, and Masters).

Root Cause 11: Lack of focus on growth for all students.

Problem Statement 11 Areas: Student Learning

Problem Statement 13: There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia.

Root Cause 13: Lack of knowledge and understanding of early reader deficiencies.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 7: STAAR scores of special education and bilingual emergent students decreased. Data continues to show that special education and bilingual emergent students struggle to perform satisfactorily on state assessments across the state and district.

Root Cause 7: Covid, virtual learning, and other factors contributed to learning loss. The growing diverse populations, especially with special education and bilingual emergent students, and the STAAR passing rates amongst those students show a continuous need for resources and professional development targeting strategies for special education and bilingual emergent students.

Problem Statement 7 Areas: Student Learning

Problem Statement 14: There is a need to continue to add opportunities for students to earn industry credentials.

Root Cause 14: Student indecision

Problem Statement 14 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 13, 2021

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Increase the category of closing the gaps as measured by the state accountability system at the district level from a scale score of 91% to 92% or above.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Administer curriculum-based assessments in social studies and science grades 2-12; in math grades K-12 , and ELAR grades K-12.	**Formative**			**Summative**
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments **Staff Responsible for Monitoring:** Campus administrators, curriculum dept. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers in grades K-2 will utilize the Saxon Phonics and Spelling program to provide explicit instruction in phonemic awareness, phonics, decoding, spelling, and fluency. The program will be used to supplement Balanced Literacy instruction.	**Formative**			**Summative**
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Increase in reading skills on formative and summative assessments **Staff Responsible for Monitoring:** District and campus administrators, teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Early Education - $50,000				

Strategy 3 Details	Reviews			
Strategy 3: Continue to develop, refine, and implement a district-wide Response to Intervention (RtI) program using data for differentiation and NWEA MAP as a universal screener for grades K-9 in ELAR and math. Use TSI and SAT tests in grades 10-12 to personalize learning. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: RtI Plan, MAP program data **Staff Responsible for Monitoring:** Campus principals, assistant supt., curriculum dir., RtI team, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund - $43,000				

Strategy 4 Details	Reviews			
Strategy 4: Calallen Middle School encourages and implements career and academic awareness at the 6th, 7th, and 8th grade levels. Sixth graders will incorporate career awareness during the mentorship period, 7th grade in ITCE and CTE (construction trades), and 8th grade will incorporate in writing classes with the use of Naviance.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Increased awareness of career options; number of students enrolled in classes **Staff Responsible for Monitoring:** Campus administrators, teachers **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 199 - General Fund - $70,000				

Strategy 5 Details	Reviews			
Strategy 5: Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. Administrators will attend ARDs and report DMAC and NWEA progress measures if available.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Scores, benchmark assessments, guided reading level **Staff Responsible for Monitoring:** Special education director and staff, teachers, campus administrators, data analyst **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Special Education - $5,310,000, - 224 - IDEA B, SpEd - $793,420				

Strategy 6 Details	Reviews			
Strategy 6: Monitor the number of bilingual emergent (BEs) mastering and or demonstrating growth as assessed on the TELPAS, DRC LAS Links, Riverside Insights, and appropriate STAAR assessment(s) continue to provide intervention strategies to address the needs of ELs and the necessary support and resources to achieve student success. Counselors will continually monitor bilingual emergent student progress. **Strategy's Expected Result/Impact:** TELPAS and STAAR scores, SuccessEd, benchmark assessments, quarterly monitoring data and teacher/student evaluations, DRC LAS Links data, Riverside Insights **Staff Responsible for Monitoring:** ESL/EL Bilingual/Migrant coordinator, ESL certified staff, teachers with bilingual emergent students, campus administrators, counselors, data analyst **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Funding Sources:** - 199 - General Operating Bilingual - $46,800	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy 7 Details	Reviews			
Strategy 7: East and Wood River Elementary will continue to provide an early intervention model focusing on: systematic and explicit classroom phonics instruction for students in grades Prekindergarten (PK) through third grade; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan. **Strategy's Expected Result/Impact:** Early identification and timely intervention to ensure each child reads by third grade, finds success in school, and graduates prepared to enter college or a career **Staff Responsible for Monitoring:** Asst. supt., curriculum dir., campus administrators, dyslexia therapists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Early Education - $150,000	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy 8 Details	Reviews			
Strategy 8: Campuses will identify targeted student groups to improve student failure and attendance rates. Personalized instructional plans will be created and implemented for identified students. Contracted tutors will be provided during the school day for elementary students (A7, A16, A18, B2, B3, B12). For secondary students, support will be provided through a variety of means including a math and reading interventionist (B2), Grand Central Station (GCS), tutorials, and credit recovery. Counselors will implement attendance and intervention plans as needed. **Strategy's Expected Result/Impact:** List of identified students, personalized instructional plans, student progress reports **Staff Responsible for Monitoring:** Campus administrators, deans of instruction, counselors, teachers **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** - 281 - ESSER II - $50,000, - 199 - General Fund: SCE - $1,184,000, - 282 - ESSER III - $120,000	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy 9 Details	Reviews			
Strategy 9: Utilize Achieve 3000 in designated classrooms to supplement instruction and provide tiered support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student benchmark scores; Lexile growth, grades, Achieve 3000 data reports showing growth, reading levels	**Jan**	**June**	**Aug**	**June**
Staff Responsible for Monitoring: Campus administrators, Tier II teachers, classroom teachers, curriculum department **Funding Sources:** - 410 - Instructional Materials Allotment - $60,000				

Strategy 10 Details	Reviews			
Strategy 10: Provide a structured and supportive learning environment (DAEP) for students removed from the regular	**Formative**			**Summative**
campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practice with students.	**Jan**	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Placement list, scores, benchmark assessments, discipline reports, data **Staff Responsible for Monitoring:** DAEP teachers, campus administrators, counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: SCE - $265,000				

Strategy 11 Details	Reviews			
Strategy 11: The district will develop and implement a plan to assist preschool children in the transition from early	**Formative**			**Summative**
childhood programs to elementary school programs. Provide training for new PK mandates on new guidelines, new adoptions, and PK certification requirements. Apply for a full-day PK waiver and make plans for full-day PK as mandated.	**Jan**	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Successful transition from early childhood programs to elementary school programs; parent outreach **Staff Responsible for Monitoring:** Special education director, PK-3 campus principals, PK special education teachers **Results Driven Accountability** **Funding Sources:** - 199 - General Fund - $120,000				

Strategy 12 Details	Reviews			
Strategy 12: Utilize evidence-based learning strategies to implement guided math and aligned curriculum in grades K-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Principal observations, improved reading and math scores	**Jan**	**June**	**Aug**	**June**
Staff Responsible for Monitoring: Campus principals, curriculum specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - General Fund - $25,000				

Strategy 13 Details	Reviews			
Strategy 13: Transfer money from Title II, Part A to Title I, Part A to add campus math interventionist in an effort to mitigate instructional gaps due to COVID-19 missed instructional days. This interventionist will be added to the campus with the highest percentage of LSES students. **Strategy's Expected Result/Impact:** Improved math scores and student success **Staff Responsible for Monitoring:** Campus principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 255 - ESSA Title II, Part A TPTR - $58,111	Formative			Summative
	Jan	June	Aug	June

Strategy 14 Details	Reviews			
Strategy 14: Employ a curriculum director (A18, B2, B12) to plan and implement activities related to closing the achievement gap by addressing learning loss and providing school personnel with the resources necessary to address the needs of their individual students. **Strategy's Expected Result/Impact:** Improved scores and student success **Staff Responsible for Monitoring:** Assistant supt, HR director **Funding Sources:** - 281 - ESSER II - $100,000	Formative			Summative
	Jan	June	Aug	June

Strategy 15 Details	Reviews			
Strategy 15: Utilize Carl Perkins funds to purchase specific computers to be used by CTE students in an effort to close the achievement gap as indicated on the Perkins core indicators of performance. **Strategy's Expected Result/Impact:** Newer, better computers for CTE student usage. **Staff Responsible for Monitoring:** Principal, asst. principals **Funding Sources:** - 244 - CTE Carl Perkins (PIC 22) - $34,149	Formative			Summative
	Jan	June	Aug	June
			0%	

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

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase the category of academic growth as measured by the state accountability system at the district level from a scale score of 76% to 78% or above.

    Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details			Reviews		
Strategy 1: Develop and implement a well-rounded program of instruction to meet the academic needs and assure academic growth of all students through the effective use of differentiated instruction.		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Differentiated instruction training
    Staff Responsible for Monitoring: Teachers, curriculum department, campus admin
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: - 199 - General Fund - $1,560,000					

Strategy 2 Details			Reviews		
Strategy 2: Research workforce solution job market data to identify course additions. Hire a high school CTE College, Career, and Military Readiness Coordinator (B2).		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Classes identified
    Staff Responsible for Monitoring: Deans of instruction
 	
    Title I Schoolwide Elements: 2.5
    Funding Sources: - 282 - ESSER III - $65,000					

Strategy 3 Details			Reviews		
Strategy 3: Provide remediation for students not passing any area of the STAAR assessments; monitor and update at-risk status. Utilize aligned, common assessments for core subject areas. CISD will establish an accelerated learning committee to develop an individual educational plan for any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading. For any student who does not pass the STAAR test in grades 3-8 or STAAR (EOC) end-of-course assessments, CISD will provide clarification of prior accelerated instruction requirements, specifying that it must include either: being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or receiving supplemental instruction (tutoring) before or after school, or embedded in the school day. Summer school will also be provided as needed (A16).		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Lesson plan documentation, failure reports, data/scores, summer school schedule, at-risk list
    Staff Responsible for Monitoring: Campus administrators, teachers
 	
    Title I Schoolwide Elements: 2.4, 2.6
    Funding Sources: - 199 - General Fund - $300,000, - 282 - ESSER III - $100,000, - 199 - General Fund: SCE - $135,000					

Strategy 4 Details	Reviews			
Strategy 4: Improve attendance and completion rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates as measured by Results Driven Accountability (RDA). **Strategy's Expected Result/Impact:** Monitor reports each nine-weeks **Staff Responsible for Monitoring:** Campus administrators, counselors, teachers, CIS personnel, truancy officer **Title I Schoolwide Elements:** 2.4, 2.6	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

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

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Increase (or maintain) all areas of performance as measured by the TEA accountability system (Approaches 85%, Meets 57%, Masters 28%) to achieve 90% or above scale score and maintain an A rating.

   Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Title I, Part A funds for supplemental software, supplies, and materials according to campus and district needs assessment results.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Scores, benchmark assessments; EDP lesson plans and parent sign-in sheets				
Staff Responsible for Monitoring: District and campus administrators, teachers				
Title I Schoolwide Elements: 2.5				
Funding Sources: - 211 - ESSA Title I, Part A - $100,000				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Title I, Part A and ESSER III funds (B2) for elementary 2 new math interventionists, Extended Day Program (EDP), supplemental contracted tutoring and/or interventionists (A17), and parental involvement. Fully implement the Parent and Family Engagement Plan. Conduct a wide variety of parent meetings to meet identified needs.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Scores, benchmark assessments, Parent and Family Engagement Plan, sign-in sheets, agendas				
Staff Responsible for Monitoring: District and campus administrators, teachers				
Title I Schoolwide Elements: 2.4, 2.6 - **Results Driven Accountability**				
Funding Sources: - 282 - ESSER III - $70,000, - 211 - ESSA Title I, Part A - $6,000, - 282 - ESSER III - $120,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Title II, Part A and ESSER III funds to improve the quality of the administrative and teacher workforce and provide high quality professional development (B10), appropriate supplies for the trainings, and substitute teachers (B10).	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Scores, Eduphoria surveys, benchmark assessments, walk-thrus, evaluations				
Staff Responsible for Monitoring: District and campus administrators, teachers				
Funding Sources: - 255 - ESSA Title II, Part A TPTR - $41,726, - 282 - ESSER III - $100,000				

Strategy 4 Details	Reviews			
Strategy 4: Title I, Pt. A campuses will jointly develop and distribute a written parent and family engagement policy that addresses all mandated items to the parents and family members of their students. The plan will be made available in English and Spanish.	Formative			Summative
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Jointly developed parent and family engagement policy; policy in both languages **Staff Responsible for Monitoring:** Campus administrators **Title I Schoolwide Elements:** 3.1				

Strategy 5 Details	Reviews			
Strategy 5: Continue to utilize and expand the library Makerspace to allow students to foster creativity and engage in critical, independent thinking in an interactive setting that focuses on coding, STEM, and STEAM.	Formative			Summative
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Students actively engaged in creative thinking and tactile, kinesthetic activities **Staff Responsible for Monitoring:** Campus administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

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

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: The district will maintain a Post-secondary Readiness Distinction Designation and individual campuses will maintain or increase the number of Distinction Designations awarded in recognition of outstanding achievement.

    Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Closely monitor leaver reports and continue to provide intensive efforts to recover students, enhance dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery. Counselors will continuously monitor students at risk of dropping out, will attempt to recover previous leavers, and will identify/reduce barriers leading to absences.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Re-enrollment of dropout students, dropout prevention data, counselor logs, PEIMS reports, leaver reports
    Staff Responsible for Monitoring: Campus administrators, counselors, teachers, CIS personnel, truancy officer
 	
    Funding Sources: - 199 - General Fund - $332,000				

Strategy 2 Details	**Reviews**			
Strategy 2: Campuses will focus efforts on earning distinction designations awarded in the following areas according to tested grade levels:	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

1. Academic Achievement in Reading/English Language Arts (campus only)
2. Academic Achievement in Mathematics (campus only)
3. Academic Achievement in Science (campus only)
4. Academic Achievement in Social Studies (campus only)
5. Top 25 Percent: Student Progress (campus only)
6. Top 25 Percent: Closing Performance Gaps (campus only)
7. Postsecondary Readiness (campus and district)
    Strategy's Expected Result/Impact: Increased number of Distinction Designations awarded
    Staff Responsible for Monitoring: Assistant supt., curriculum dept, campus administrators				

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

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase performance in the area of college, career, and military readiness and post-secondary readiness at the district level as measured by the state accountability system from a 92% scale score to a 93% or above.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Utilize an assessment tool for career aptitude and interest.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: 100% of CISD students will have access to career investigation resources **Staff Responsible for Monitoring:** Assistant supt., campus administrators, counselors, CTE teachers **Funding Sources:** - 199 - General Operating - CTE - $500,000				
Strategy 2 Details	**Reviews**			
Strategy 2: Ensure all students are college and career ready by implementing College and Career Readiness Standards (CCRS) in all district and campus planning to include components of rigor, relevance, and relationships.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: 100% of campus plans will include components or rigor, relevance, and relationships; lesson plans will include TRS aligned CCRS. **Staff Responsible for Monitoring:** Assistant supt., campus administrators, curriculum dept **Equity Plan** **Funding Sources:** - 199 - General Operating: CCMR - $247,000				
Strategy 3 Details	**Reviews**			
Strategy 3: The CHS career counselor partners with the district testing coordinator to oversee career exposure, career day, college day, field trips, parent speaking about their career, dual credit, certification programs, career and interest assessments, TSI assessment, partnering with colleges proprietary schools, ASVAB, assessments, college essays, applications, FAFSA, resume, SAT/ACT, AP, PSAT, etc. Utilize data to determine CCMR.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Better informed students and parents; increased participation in activities **Staff Responsible for Monitoring:** CHS career counselor, district testing coordinator, assistant supt., campus administrators **Funding Sources:** - 199 - General Fund - $120,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Course catalog, CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military
    Staff Responsible for Monitoring: Campus administration, district administration, CTE teachers
 	
    Equity Plan
    Funding Sources: - 244 - CTE (199 local) - $1,009,851				

Strategy 5 Details	Reviews			
Strategy 5: Provide Enriched, Pre-AP, AP, dual credit, and CTE courses to assist students in acquiring an associate's degree, certifications, and /or licensing.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Number of students participating in and acquiring college hours, certifications, and licenses.
    Staff Responsible for Monitoring: CHS administrators, career counselor
 	
    Funding Sources: - 244 - CTE (199 local) - $34,149, - 199 - General Operating - CTE - $618,000				

Strategy 6 Details	Reviews			
Strategy 6: Encourage career and academic awareness in all grades. Focus on "Career Awareness and Exploration" at the elementary level, "Career Investigations" at the middle school level, and "Career Concentration" at the high school level.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Student benchmark scores; grades; career interest inventories
    Staff Responsible for Monitoring: CTE teachers, teachers, counselors, campus administrators
 	
    Funding Sources: - 244 - CTE (199 local) - $37,000				

Strategy 7 Details	Reviews			
Strategy 7: Strengthen partnerships with IHEs and Craft Training Center to create additional academic and post-secondary opportunities for Calallen High School students. Continue to approach businesses regarding the support of CTE and STEM classes. Work with proprietary schools to offer career programs that align with workforce demands.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Staff Responsible for Monitoring: Assistant supt., CHS dean of instruction, CHS career counselor **Funding Sources:** - 244 - CTE (199 local) - $37,000				

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

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Performance Objective 6: 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 58% to 60% by June 2024 and the percent of 3rd grade students that score "meets" grade level or above on STAAR Mathematics will increase from 60% to 62% by June 2024.

    Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details				Reviews			
Strategy 1: In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, prekindergarten students will be assessed using the Texas School Ready CLI Engage CIRCLE Progress Monitoring platform. Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY).				**Formative**			**Summative**
				Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Annual student progress in reading and math.							
Staff Responsible for Monitoring: Campus administrators, teachers							
Title I Schoolwide Elements: 2.4, 2.5, 2.6							
Strategy 2 Details				Reviews			
Strategy 2: In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, students in grades kindergarten through grade 3 will be assessed using the Northwest Education Association (NWEA) Measures of Academic Growth (MAP). Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). MAP Growth reveals how much growth has occurred between testing events and, when combined with MAP norms, shows projected proficiency. Using RIT data, educators can track growth through the school year and over multiple years.				**Formative**			**Summative**
				Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Annual student progress in reading and math							
Staff Responsible for Monitoring: Campus administrators, teachers							
Title I Schoolwide Elements: 2.4, 2.5, 2.6							
Funding Sources: - 199 - General Fund - $56,000							
Strategy 3 Details				Reviews			
Strategy 3: In accordance with HB 3, all kindergarten through grade 3 teachers and principals must participate in the Texas Reading Academies by the 2022-2023 school year. Calallen ISD will partner with ESC 2 to provide the required training. There will be 3 cohorts of trainees, one per year. The first cohort group will start in the summer of 2020 and complete the				**Formative**			**Summative**
				Jan	**June**	**Aug**	**June**

training by June 2021.

    Strategy's Expected Result/Impact: Intensive and extensive reading specific training for teachers and principals that will result in better student achievement.
    Staff Responsible for Monitoring: Campus principals

    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: - 199 - General Fund: Early Education - $70,000

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

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: CCMR Board Outcome Goal: The percentage of graduates that meet the criteria for CCMR will increase from 55% to 60% by August 2024.

    Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details			Reviews		
Strategy 1: The Student Achievement domain will be used to evaluate district and campus performance based on three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates. The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Individual CCMR indicators will be monitored to ensure students are being provided adequate support in achieving at least one indicator.			**Formative**		**Summative**
			Jan	June	Aug	June
Strategy's Expected Result/Impact: STAAR reports, counselor logs, PEIMS reports, IHE College Entrance Exam reports, AP reports **Staff Responsible for Monitoring:** Campus administrators, PEIMS clerks, counselors, teachers						
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

Goal 2: Calallen ISD will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 1: Increase parental involvement and connectedness by 5% so that all students, staff and parents are actively participating and positively engaged in the school culture.

> **Evaluation Data Sources:** Parent attendance at school events; sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Continue Gifted and Talented Advisory Committee meetings, SHAC, Safety Committee, DEIC, SBDM, and Parent Orientation meetings. Ensure that parents are knowledgeable about opportunities available to students. Continue districtwide parent training opportunities on high school course offerings, pathways, graduation endorsements, and other pertinent topics as needed.	**Formative**			**Summative**
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Participation of parents at meetings, sign-in sheets **Staff Responsible for Monitoring:** GT coordinator, district RN, campus administrators, instructional deans, parents, marketing coordinator **Funding Sources:** - 199 - General Operating GT - $107,000				

Strategy 2 Details	Reviews			
Strategy 2: Educate parents about plans for assisting preschool children in the transition from early childhood programs to elementary school programs, state assessment expectations, graduation requirements and graduation plans. Provide access to online resources via the CISD website.	**Formative**			**Summative**
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Participation of parents at meetings, sign-in sheets, number of Parent Night meetings, assemblies, individual student/parent meetings. **Staff Responsible for Monitoring:** Campus administrators, curriculum dept., instructional deans, counselors				

Strategy 3 Details	Reviews			
Strategy 3: Hold a public meeting after the receipt of the annual TEA campus and district rating to discuss performance and objectives.	**Formative**			**Summative**
	Jan	June	Aug	June
Strategy's Expected Result/Impact: Participation of parents in meeting, sign-in sheets **Staff Responsible for Monitoring:** Campus administrators, parents, teachers **Title I Schoolwide Elements:** 3.2				

Strategy 4 Details				Reviews			
Strategy 4: Provide information to students, parents, teachers, and counselors of students in grades 7-12 about:				**Formative**			**Summative**
				Jan	**June**	**Aug**	**June**

1. higher education admissions and financial aid opportunities,
 2. the TEXAS grant program and the Teach for Texas grant programs, and
 3. the need for students to make informed college and career choices to be prepared for success beyond high school,
 4. host mini FAFSA events/workshops,
 5. talk to ABC parents about financial aid,
 6. refer students/parents to utilize Coastal Compass,
 7. provide presentations by college and military representatives.
     Strategy's Expected Result/Impact: Participation of parents in meetings
     Staff Responsible for Monitoring: Counselors, campus administrators							

Strategy 5 Details				Reviews			
Strategy 5: Inform parents about the importance of student attendance and involve parents in school attendance efforts. Assist in the provision of resources when barriers affect attendance. CISD will hire 3 family liaisons to promote family engagement, student achievement and access to family resources.				**Formative**			**Summative**
				Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Monitor reports frequently throughout the year; individual counseling, home visits, CISD website
     Staff Responsible for Monitoring: Counselors, campus administrators, parents, students, teachers
 	
     Funding Sources: - 282 - ESSER III - $150,000							

Strategy 6 Details				Reviews			
Strategy 6: Title I campuses will utilize Title I, Part A funds to fully implement a parent and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities through trainings, the PTA, SBDM, and DEIC. There will also be coordination and integration of federal, state, and local services and programs to ensure student success.				**Formative**			**Summative**
				Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Participation of parents on campus and at campus activities, appropriate funding
     Staff Responsible for Monitoring: Title I campus administrators
 	
     Title I Schoolwide Elements: 3.1
     Funding Sources: - 211 - ESSA Title I, Part A - $5,235							

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

Goal 2: Calallen ISD will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 2: District personnel will perform cost-benefit analysis of all existing programs to determine effectiveness, utilization and possible strategic abandonment of specified programs.

   Evaluation Data Sources: Surveys; program usage reports

Strategy 1 Details	Reviews			
Strategy 1: Update and evaluate master list of all district programs/initiatives and prioritize programs for evaluation based on fidelity and efficiency.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Completed list of all programs and initiatives; usage reports when available. List of programs to continue; list of programs to eliminate/discontinue. **Staff Responsible for Monitoring:** District and campus admin, teachers, technology				

Strategy 2 Details	Reviews			
Strategy 2: Develop and utilize a reliable evaluation tool. Review usage data and provide training and detailed feedback to campus administrators.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: List of programs to continue; list of programs to report; teacher input and documentation of use **Staff Responsible for Monitoring:** District admin., data analyst				

Strategy 3 Details	Reviews			
Strategy 3: Eliminate those programs that are not aligned to current TEKS, district goals, beliefs, and standards.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: List of programs to continue; list of programs to eliminate/discontinue; teacher input and documentation of use **Staff Responsible for Monitoring:** District and campus admin, teachers, technology				

Strategy 4 Details	Reviews			
Strategy 4: Reserve Title I funds for services to homeless students not attending a Title I schoolwide campus and provide appropriate Title I services for identified students. Counselors will work with district homeless liaison to request funds for secondary homeless students on a case-by-case basis. Reserve Title I foster care services for those needing transportation.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Monitor list of homeless students receiving appropriate services on all campuses; monitor list of foster care students.
   Staff Responsible for Monitoring: District and campus administrators, counselors
 	
   Funding Sources: - 211 - ESSA Title I, Part A - $2,000				

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

Goal 2: Calallen ISD will provide an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 3: Provide an intentional culture of school safety by 100% of the school staff and practiced by 100% of CISD students.

    Evaluation Data Sources: Safety drills

Strategy 1 Details		Reviews			

Strategy 1: Promote the physical, mental and emotional well being of all students during this pandemic. Provide counseling as needed and communicate frequently with parents during these times of uncertainty.
    Strategy's Expected Result/Impact: Students and parents are informed and supported
    Staff Responsible for Monitoring: Asst. supt, campus administrators, counseling dept
 	
    Funding Sources: - 287 - ESSA Title IV - SSAEP - $5,724, - 199 - General Fund - $720,000
		Formative			**Summative**

		Jan	June	Aug	June
Strategy 2 Details		Reviews			

Strategy 2: A Multihazard Emergency Operations Plan has been put into place. It has provisions pertaining to substitute teachers and regular employees during an emergency or a drill. Continue school safety and security committee that includes specified members and duties and a threat assessment team appointed by the superintendent.
    Strategy's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee
    Staff Responsible for Monitoring: Superintendent, Director of Operations
		Formative			**Summative**

		Jan	June	Aug	June

Strategy 3 Details	Reviews			

Strategy 3: 2) The district will continue to employee district peace officers to perform duties as assigned and will develop a Trauma Informed Care Policy that will address resources to increase staff and parent awareness of trauma- informed care and implementation of trauma- informed practices and care by trained district staff.
 	
District peace officers to perform duties including:
1. Assists with the maintenance of a safe and orderly school environment for students, staff, and visitors.
2. Protects all property, equipment, buildings, etc. located at the school campus.
3. Patrols and supervises hallways, restrooms, entrance ways, parking lots, driveways, and other areas of the school.
4. Monitors campus pedestrians and vehicular traffic.
5. Works with campus and district administrators to keep the buildings clear of people not on official school business.
6. Inspects all doors, windows, parked cars, or any suspicious conditions when applicable.
7. Stops disturbances and undue distractions on school grounds.
8. Works cooperatively with other police officers, and campus staff to promote a safe school environment.
9. Displays ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the schools.
10. Promotes student responsibility for behavior and attitude by serving as a role model and dressing and grooming professionally.
11. Removes disruptive students from class or the campus when needed.
12. Assists the staff, other police officers, and emergency personnel in handling emergencies or disruptive situations.
13. Protects confidentiality of records and information about staff, and uses discretion when sharing any such information within legal confines.
14. Performs any duties and responsibilities that are within the scope of employment, as assigned by the administration, and not otherwise prohibited by law or regulation.
    Strategy's Expected Result/Impact: Safe schools, Trauma Informed Care Policy, increased awareness.
    Staff Responsible for Monitoring: Superintendent, Director of Operations, Human Resources Director
 	
    Funding Sources: - 199 - General Fund - $225,000
	Formative			**Summative**

	Jan	**June**	**Aug**	**June**

Strategy 4 Details	Reviews			
Strategy 4: CISD will utilize ESSER II and III funds for a variety of needed purposes including the replacement of 4 buses to decrease overcrowding (B5, B10), library redesign at CHS, CMS, East, and Wood River to support small group instruction and technology integration (B2), and interactive TVs districtwide (A14),	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Less crowding on buses, a more functional library space for students, increased levels of student engagement
    Staff Responsible for Monitoring: Assistant supt, director of operations, campus administrators
 	
    Funding Sources: - 282 - ESSER III - $550,000, - 281 - ESSER II - $480,000				

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

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Goal 3: Calallen ISD will create and sustain an infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 1: The District will prepare all stakeholders to effectively utilize digital resources.

    Evaluation Data Sources: Virtual learning, technology being used for student projects

Strategy 1 Details	Reviews			
Strategy 1: Continue to integrate advanced technology practices into the classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA. Increase curriculum technology integration in all grades and all subject areas.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Student products, lesson plans, technology benchmark testing for appropriate grade level students; Makerspace sign-in sheets
    Staff Responsible for Monitoring: Technology integration specialists, teachers, campus administrators, digital learning coaches; curriculum dept
 	
    Funding Sources: - 287 - ESSA Title IV - SSAEP - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Title IV funding to promote a well-rounded education to meet the identified needs of CISD secondary students.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Effective and increased usage of technology
    Staff Responsible for Monitoring: Asst. superintendent, technology director, campus principals
 	
    Funding Sources: - 287 - ESSA Title IV - SSAEP - $29,893				

Strategy 3 Details	Reviews			
Strategy 3: Foster communication between IT specialists (A14), IT instructors, administration, and teachers so all parties are aware of available programs and devices and have been trained in the correct usage. Provide effective professional development to increase/improve teacher aptitude (B10).	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Increased specialized training to enhance student learning
    Staff Responsible for Monitoring: Technology specialists, campus administrators, teachers
 	
    Funding Sources: - 282 - ESSER III - $60,000				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Improve infrastructure, provide wifi upgrades, and hardware to support new and existing programs. Add an additional computer technician (A15). Update the network connectivity to all campuses. Expand software to support new and existing programs, and evaluate existing facilities (infrastructure, possible new facilities and long term budgeting) to identify needs for implementation of additional endorsements. Add technology carts, tubs, cords, and replacements, etc. as needed (A14, A15).	**Jan**	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Robust, updated infrastructure and increased level of connectivity on all district properties				
Staff Responsible for Monitoring: Asst. superintendent, technology department				
Funding Sources: - 281 - ESSER II - $95,000, - 282 - ESSER III - $100,000, - 199 - General Fund - $1,000,000				

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

Goal 3: Calallen ISD will create and sustain an infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 2: Offer technology tools and ongoing training opportunities to 100% of CISD teachers.

    Evaluation Data Sources: Trainings offered and attended

Strategy 1 Details				Reviews			
Strategy 1: Offer extensive technology professional development opportunities to increase the proficiency levels of all CISD employees.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Computer lab, hardware and software				Jan	June	Aug	June
Staff Responsible for Monitoring: Technology integration specialists, campus digital learning coaches (DLCs), curriculum dept. **Funding Sources:** - 199 - General Fund - $25,000							

Strategy 2 Details				Reviews			
Strategy 2: Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction, student engagement, and classroom management. Continue to implement different technology options to ensure the engagement of all students. Provide technology supplies, programs, (A7, A16, A18, B2, B3, B12) for learning loss set aside.				**Formative**			**Summative**
				Jan	June	Aug	June

Strategy's Expected Result/Impact: Teacher training documentation; training evaluations, increase in student achievement
    Staff Responsible for Monitoring: Technology integration specialists, data analyst
 	
    Funding Sources: - 281 - ESSER II - $25,000, - 199 - General Fund - $58,000							

Strategy 3 Details				Reviews			
Strategy 3: Provide teachers with training and support from the Instructional Technology Specialist and integrate Technology Applications (TA) standards into the content areas utilizing a variety of technology devices (i.e. computer labs, iPads, Chromebooks, interactive whiteboards, flat panel devices, Office 365, document cameras, etc.). This will allow students to demonstrate mastery of grade level technology standards.				**Formative**			**Summative**
				Jan	June	Aug	June

Strategy's Expected Result/Impact: Lesson Plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STaR Chart for planning, instruction, reflection, walk throughs, and observations.
    Staff Responsible for Monitoring: Campus administrators, technology integration specialists, curriculum dept., teachers
 	
    Funding Sources: - 199 - General Fund - $78,000							

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

Goal 4: Calallen ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Create a learning organization supported by 100% innovative and engaged staff who use relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning.

    Evaluation Data Sources: Lesson plans

Strategy 1 Details		Reviews			
Strategy 1: Identify staffing implications and recruit highly qualified staff to teach current and new courses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Courses fully staffed and students registered for classes, teachers identified or hired		**Jan**	**June**	**Aug**	**June**
Staff Responsible for Monitoring: Assistant supt					
Funding Sources: - 199 - General Fund - $10,000,000					
Strategy 2 Details		**Reviews**			
Strategy 2: Utilize Title I, Part A funds for supplemental, research-based, high quality professional development in core subject areas as needed.		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Student benchmark scores; grades; description of training and goals; professional development sign-in sheets, and Eduphoria evaluations					
Staff Responsible for Monitoring: District and campus administrators					
Funding Sources: - 211 - ESSA Title I, Part A - $8,000					
Strategy 3 Details		**Reviews**			
Strategy 3: CISD will provide a parent and child focused, high quality, integrated system of early childhood education with a focus on collaboration and school readiness so that young children are prepared to succeed in kindergarten.		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Students will leave Pre-K with the necessary skills and knowledge to succeed in kindergarten.					
Staff Responsible for Monitoring: Campus principals					
Funding Sources: - 199 - General Fund: Early Education - $240,000					
Strategy 4 Details		**Reviews**			
Strategy 4: Prekindergarten teachers will utilize CIRCLE data to provide a strong knowledge base of early childhood development and quality instructional strategies that support Texas School Ready.		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Prekindergarten students better prepared for kindergarten; data from CLI Engage, coaching logs					
Staff Responsible for Monitoring: Campus administrators, curriculum personnel					

Strategy 5 Details	**Reviews**			
Strategy 5: Provide Title I, Pt. A funding for reading specialists at the elementary campuses to supplement classroom instruction in a Tier 2 reading setting. Include aligned supplies and materials to enhance instruction. Increase focus and data tracking in reading and math labs for RtI purposes.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Scores, benchmark assessments; data binders; budget documentation of CIP/DIP alignment				
Staff Responsible for Monitoring: Campus administrators, reading specialists, math specialists, paraprofessionals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 211 - ESSA Title I, Part A - $451,491				

Strategy 6 Details	**Reviews**			
Strategy 6: Provide a Title II, Pt. A funded summer staff development to improve the quality of the teacher workforce. Also provide teachers and administrators with high-quality professional development opportunities through the South Texas Curriculum Consortium (STCC).	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Scores, benchmark assessments; training descriptions and Eduphoria data				
Staff Responsible for Monitoring: Curriculum dept.				
Funding Sources: - 255 - ESSA Title II, Part A TPTR - $5,000				

Strategy 7 Details	**Reviews**			
Strategy 7: Utilize Title III funds to provide staff development opportunities for ESL/EL teachers in the following areas: language proficiency, listening, speaking, reading, writing, and learning strategies. Support supplemental programs such as Rosetta Stone and other programs identified in individual Campus Improvement Plans. Rosetta Stone will be offered to parents to improve literacy skills to better communicate with their child's teacher and to assist in strengthening the language development of their child in the home.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation, program reports; training descriptions and Eduphoria data				
Staff Responsible for Monitoring: ESL/EL coordinator, campus administrators, teachers, appropriate programs				
Funding Sources: - 263 - ESSA Title III, Pt. A - $12,249				

Strategy 8 Details	**Reviews**			
Strategy 8: Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for bilingual emergents. Train counselors and staff on the new DRC LAS Links and Riverside Insights.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation; program reports; Project ELL (Education) reports				
Staff Responsible for Monitoring: ESL/EL Migrant coordinator, campus administrators, counselors, teachers				

Strategy 9 Details	Reviews			
Strategy 9: Continue to fund a dyslexia specialist with State Compensatory Education funds for students needing dyslexia services.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: More time with identified students; demonstrated student growth; students exiting the program **Staff Responsible for Monitoring:** Asst. supt; campus administrators, dyslexia specialists **Title I Schoolwide Elements:** 2.4, 2.6 **Funding Sources:** - 199 - General Fund: SCE - $68,000				

Strategy 10 Details	Reviews			
Strategy 10: Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/ intervention (including prevention, identification, harassment and teen dating violence, prevention and education concerning unwanted physical or verbal aggression) dyslexia identification and intervention, accelerated education, and social/emotional/health issues related to COVID-19.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Calallen ISD does not tolerate dating violence. The district SHAC/Safety committee will establish procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines for students who are victims will also be established. Age-appropriate educational materials on the dangers pertaining to dating violence and associated resources for students seeking help will be made available. Specific strategies will address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents. **Strategy's Expected Result/Impact:** Lesson plan documentation, counselor logs, Restorative circles, individual guidance, administrators and teachers trained; all students and parents for increased awareness. Increased understanding of how to report and obtain help in all cases of violence **Staff Responsible for Monitoring:** Campus administrators, counselor logs, teachers, CIS personnel, dyslexia specialists **Funding Sources:** - 287 - ESSA Title IV - SSAEP - $2,000, - 199 - General Operating: Dyslexia - $252,000				

Strategy 11 Details	Reviews			
Strategy 11: The district has adopted a "Freedom from Bullying" policy [FFI (LEGAL) and (LOCAL)] which details requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Counselors will work with administrators to provide counseling to all parties involved. The policy and procedures are located in the Addendum. The Freedom from Bullying policy will be further implemented by guest speakers and assemblies to provide activities regarding bullying prevention and a districtwide counseling anti-bullying and bullying awareness curriculum.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Decrease in the number of bullying reports **Staff Responsible for Monitoring:** Campus administrators, teachers, counselors, all staff				

Strategy 12 Details	Reviews			
Strategy 12: All campuses will continue to provide training and conduct Circles using Restorative Practice techniques and practices to build relationships.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer discipline referrals, healthy relationships between teachers and students; training course description, sign-in sheets, Eduphoria evaluations **Staff Responsible for Monitoring:** Administrators (district and campus), teachers **Funding Sources:** - 199 - General Fund - $70,000	Jan	June	Aug	June

Strategy 13 Details	Reviews			
Strategy 13: Provide training and begin implementation of "The Leader in Me." A character education program containing HB 1026 mandated character traits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselors trained on The Leader in Me; student lessons provided and implemented. **Staff Responsible for Monitoring:** Asst. supt, campus principals **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 199 - General Fund - $8,000, - 282 - ESSER III - $50,000	Jan	June	Aug	June

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

Goal 4: Calallen ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

    Evaluation Data Sources: Teacher certificates

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all CISD teachers are appropriately certified and that the new hires meet certification status prior to employment. Ensure proper certification and training for early childhood teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher records and documentation	Jan	June	Aug	June
Staff Responsible for Monitoring: Assistant supt, campus administrators				
Funding Sources: - 199 - General Fund - $19,000,000				

Strategy 2 Details	Reviews			
Strategy 2: Ensure that all Title I paraprofessionals currently employed have completed two years of study at an institute of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality as demonstrated through an assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Paraprofessional proficiency and documentation	Jan	June	Aug	June
Staff Responsible for Monitoring: HR director, campus administrators				

Strategy 3 Details	Reviews			
Strategy 3: Conduct a district needs assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual certified teachers. Provide a COVID-19 retention bonus in December 2021 for all CISD staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student benchmark scores; grades; needs assessment survey results and aligned training	Jan	June	Aug	June
Staff Responsible for Monitoring: Superintendent, assistant supt, finance director, HR director				
Funding Sources: - 282 - ESSER III - $325,000				

Strategy 4 Details	Reviews			
Strategy 4: Educate teachers on all available STAAR assessments and academic achievement requirements so System Safeguards are met. Administrators and/or counselors will utilize Performance Matters data and ensure that all district staff are familiar with and can effectively utilize Performance Matters data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data	Jan	June	Aug	June
Staff Responsible for Monitoring: Campus administrators, teachers, counselors, curriculum dept.				
Funding Sources: - 199 - General Fund - $80,000				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Provide districtwide professional development training in state mandated topics including but not limited to: DMAC, AED, CPR, Stop the Bleed, technology, TA - TEKS, sexual abuse and other maltreatment of children, bullying, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, G/T, and ESL for staff and administrators. Coordinate and integrate professional development activities and specified other trainings at the request of the SHAC and administrative personnel.	**Jan**	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Teacher training documentation; training evaluations; training descriptions and Eduphoria data				
Staff Responsible for Monitoring: Central office administrators, campus administrators, data analyst, technology integration specialists, instructional deans				
Funding Sources: - 199 - General Fund - $20,000				

Strategy 6 Details	Reviews			
Strategy 6: TEA Priorities	**Formative**			**Summative**
Recruit, support, retain teachers and principals	**Jan**	**June**	**Aug**	**June**
6) The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:				

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| **Strategy 6:** TEA Priorities
Recruit, support, retain teachers and principals
6) The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:
a. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
b. Recognize students displaying early warning signs and a possible need for early mental health intervention and substance abuse;
c. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL).
d. Conduct a cyber-security night and hold crisis team meetings as needed;
e. Provide resources for students with mental health issues;
f. Provide training as need in grades 7-12 on bleeding control stations;
g. Provide training on sexual abuse, sex trafficking, and other maltreatment of children including those with significant cognitive
disabilities;
h. Every educator must attend a school safety training course approved by TSSC;
i. require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse;
j. Train on Restorative Practices and strategies for establishing/maintaining positive relationships among students;
k. Provide training on the ways grief and trauma affect student learning;
l. Provide training on ways to prevent, identify, and respond to reports of bullying incidents;
m. Provide training to new teachers and mentor teachers;
n. Provide cybersecurity training for all Active Directory employees.

Strategy's Expected Result/Impact: Teacher training documentation; training evaluations

Staff Responsible for Monitoring: Counselors, teachers, nurses, administrators, law enforcement officers, CIS personnel | | | | |

Strategy 7 Details	Reviews			
Strategy 7: Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **Strategy's Expected Result/Impact:** Highly competent, properly certified teachers on all campuses **Staff Responsible for Monitoring:** Human Resources department **Equity Plan**	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy 8 Details		Reviews			
Strategy 8: Ensure the effective implementation of the Response to Intervention (RtI) process by providing training for administrators and teachers. Training will emphasize that the purpose of RtI is to increase student success at the lowest level of intervention and to develop individualized intervention, progress monitoring and individualized success plans for Tier 2 and Tier 3 students.		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Individualized plans, documentation, training sign-in sheets, Eduphoria, data **Staff Responsible for Monitoring:** Assistant supt, special education director, curriculum dept, campus administrators					

Strategy 9 Details		Reviews			
Strategy 9: Use a variety of methods to recruit and retain highly qualified staff members. Continue to implement programs and other technologies that will improve and enhance the hiring process.		**Formative**			**Summative**
		Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Exemplary applicants, **Staff Responsible for Monitoring:** Human resources dept.					

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

Goal 4: Calallen ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: Design and implement professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Utilize TRS documents and pertinent supplemental materials to create lesson plans to guide classroom instruction; emphasize higher-order thinking / critical thinking - ensure instruction occurs at appropriate levels of depth and complexity (at least 50% written at or above the application level.) Focus on increasing the Masters Grade Level STAAR passing score.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: TRS documents, lesson plans, administrative observations, benchmark scores, curriculum guides, parent and student surveys				
Staff Responsible for Monitoring: Assistant supt, curriculum director, curriculum dept.				
Funding Sources: - 199 - General Fund - $60,000				

Strategy 2 Details	Reviews			
Strategy 2: Utilize the student and parent survey regarding teachers and the effectiveness of their teaching styles. Work to ensure a positive campus culture.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Completed parent/student surveys				
Staff Responsible for Monitoring: Assistant supt, campus administrators				

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

Goal 5: Institutionalized Initiatives

Performance Objective 1: The district and campuses will remain cognizant of and monitor implementation of 100% of the initiatives/strategies that are ongoing or continue from year-to-year.

    Evaluation Data Sources: Data on initiatives

Strategy 1 Details	Reviews			
Strategy 1: Create and embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Walk throughs, teacher observations, lesson plans, benchmark scores, student involvement **Staff Responsible for Monitoring:** Assistant supt, curriculum dept, campus administrators				

Strategy 2 Details	Reviews			
Strategy 2: Utilize STCC High Yield Strategies, Kagan Structures and information from STCC training sessions to create interactive, engaging, and dynamic lessons.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Walk throughs, teacher observations, lesson plans, benchmark scores, student involvement **Staff Responsible for Monitoring:** Assistant supt, curriculum dept, campus administrators				

Strategy 3 Details	Reviews			
Strategy 3: Differentiate instruction appropriately for student groups: bilingual emergent, bilingual, dyslexic, special education, gifted/talented, enriched, AP, and dual credit courses.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**

Strategy's Expected Result/Impact: Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data
    Staff Responsible for Monitoring: Teachers, special education personnel, dyslexic specialists, GT teachers, Pre-AP, AP, teachers, ESL certified teachers, curriculum writers, university personnel
 	
    Funding Sources: - 224 - IDEA B, SpEd - $17,440				

Strategy 4 Details	Reviews			
Strategy 4: Ensure compliance with all components of the Results Driven Accountability (RDA), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Student benchmark scores; grades, documentation of trainings, data reports and Tier meeting notes **Staff Responsible for Monitoring:** Assistant supt, curriculum dept, campus administrators, special education director **Results Driven Accountability**				

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA), risk elements. Administrators will continue to attend ARDs and provide input for student success.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Report on RDA risk elements; NWEA data - progress monitoring **Staff Responsible for Monitoring:** Special education director, campus administrators, diagnosticians, counselors, LSSPs, SLPs **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Special Education - $280,000				

Strategy 6 Details	Reviews			
Strategy 6: Conduct professional development including training for the inclusion classroom and support to include differentiated instruction, STAAR Alt, TELPAS Alt, STAAR and TELPAS testing accommodations, and autism training for all staff.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Individualized plans, documentation, training sign-in sheets, Eduphoria, data **Staff Responsible for Monitoring:** Assistant supt, special education director, diagnosticians				

Strategy 7 Details	Reviews			
Strategy 7: Examine special education programs and delivery to ensure adequate supports to teachers and students, as well as clear parameters for allocation of staff and resources including the need for special education teachers and paraprofessionals paid through IDEA-B and special education funds.	**Formative**			**Summative**
	Jan	**June**	**Aug**	**June**
Strategy's Expected Result/Impact: Data documentation; schedules, student data **Staff Responsible for Monitoring:** Special education director				

Strategy 8 Details		Reviews			
Strategy 8: Focus on reading and writing literacy and comprehension for bilingual emergent students. Update accommodations for bilingual emergent students Ensure that bilingual emergent identified students are being served by an ESL certified teacher in ELAR classes and that System Safeguards are met on STAAR assessments.		Formative			Summative
		Jan	June	Aug	June
Strategy's Expected Result/Impact: Student scores, nine-week grades, benchmark assessments; bilingual emergent accommodation sheets; TELPAS and STAAR scores indicating progress; teacher certificates, class rosters **Staff Responsible for Monitoring:** ESL coordinator, campus administrators, counselors					

Strategy 9 Details		Reviews			
Strategy 9: Comply with Title III and Results Driven Accountability (RDA) mandates. Improve use of Title III requirements for parent outreach specifically for parents of bilingual emergent students. Train staff on Title III increasing and strengthening Parental Outreach component. Implement a districtwide plan which focuses on writing across the curriculum.		Formative			Summative
		Jan	June	Aug	June
Strategy's Expected Result/Impact: Increased number of trainings for bilingual emergent parents. Increased number of bilingual emergent students in Pre-AP, AP, and dual credit classes, individual student/parent meetings, dual credit night, informational meetings available to all students **Staff Responsible for Monitoring:** ESL coordinator, campus administrators, counselors, teachers **Results Driven Accountability**					

Strategy 10 Details		Reviews			
Strategy 10: Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Provide additional training on differentiated, core-subject specific professional development. Focus on data- driven PLCs.		Formative			Summative
		Jan	June	Aug	June
Strategy's Expected Result/Impact: Sign-in sheets, training calendar, documentation and data, surveys, completed needs assessment and professional development calendar **Staff Responsible for Monitoring:** Data analyst, assistant supt., campus administrators					

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

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Administer curriculum-based assessments in social studies and science grades 2-12; in math grades K-12 , and ELAR grades K-12.
1	1	2	Teachers in grades K-2 will utilize the Saxon Phonics and Spelling program to provide explicit instruction in phonemic awareness, phonics, decoding, spelling, and fluency. The program will be used to supplement Balanced Literacy instruction.
1	1	3	Continue to develop, refine, and implement a district-wide Response to Intervention (RtI) program using data for differentiation and NWEA MAP as a universal screener for grades K-9 in ELAR and math. Use TSI and SAT tests in grades 10-12 to personalize learning. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.
1	1	5	Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. Administrators will attend ARDs and report DMAC and NWEA progress measures if available.
1	1	6	Monitor the number of bilingual emergent (BEs) mastering and or demonstrating growth as assessed on the TELPAS, DRC LAS Links, Riverside Insights, and appropriate STAAR assessment(s) continue to provide intervention strategies to address the needs of ELs and the necessary support and resources to achieve student success. Counselors will continually monitor bilingual emergent student progress.
1	1	7	East and Wood River Elementary will continue to provide an early intervention model focusing on: systematic and explicit classroom phonics instruction for students in grades Prekindergarten (PK) through third grade; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan.
1	1	10	Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practice with students.
1	1	11	The district will develop and implement a plan to assist preschool children in the transition from early childhood programs to elementary school programs. Provide training for new PK mandates on new guidelines, new adoptions, and PK certification requirements. Apply for a full-day PK waiver and make plans for full-day PK as mandated.
1	3	2	Utilize Title I, Part A and ESSER III funds (B2) for elementary 2 new math interventionists, Extended Day Program (EDP), supplemental contracted tutoring and/or interventionists (A17), and parental involvement. Fully implement the Parent and Family Engagement Plan. Conduct a wide variety of parent meetings to meet identified needs.
5	1	4	Ensure compliance with all components of the Results Driven Accountability (RDA), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators.
5	1	5	Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA), risk elements. Administrators will continue to attend ARDs and provide input for student success.

Goal	Objective	Strategy	Description
5	1	9	Comply with Title III and Results Driven Accountability (RDA) mandates. Improve use of Title III requirements for parent outreach specifically for parents of bilingual emergent students. Train staff on Title III increasing and strengthening Parental Outreach component. Implement a districtwide plan which focuses on writing across the curriculum.

State Compensatory

Personnel for District Improvement Plan

Name	Position	FTE
Alternative Ed, Homebound / OT	Prof. and Contracted Services	NaN
DAEP	CHS Teachers	1.5
DAEP	CMS Teachers	2
DAEP	CMS Paraprofessional	1
DAEP Supplemental Services	CHS Teacher	1.5
Data Analyst	District	1
EDP, Summer School, PICs 24, 26, 28 - 30	Teachers	NaN
GCS/Enrichment/PLUS	CHS Teachers	5.5
Grand Central Station	CMS Teachers	2
Instructional	East Paraprofessonal	1
Instructional	WR Paraprofessional	2
Math	East Teacher	1
Math Facilitators	Magee Teachers	2
Other Operating Costs	Staff Development	NaN
Supplies and Materials	Miscellaneous	NaN

District Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$43,000.00
1	1	4			$70,000.00
1	1	11			$120,000.00
1	1	12			$25,000.00
1	2	1			$1,560,000.00
1	2	3			$300,000.00
1	4	1			$332,000.00
1	5	3			$120,000.00
1	6	2			$56,000.00
2	3	1			$720,000.00
2	3	3			$225,000.00
3	1	4			$1,000,000.00
3	2	1			$25,000.00
3	2	2			$58,000.00
3	2	3			$78,000.00
4	1	1			$10,000,000.00
4	1	12			$70,000.00
4	1	13			$8,000.00
4	2	1			$19,000,000.00
4	2	4			$80,000.00
4	2	5			$20,000.00
4	3	1			$60,000.00
				Sub-Total	$33,970,000.00
			199 - General Fund: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$1,184,000.00
1	1	10			$265,000.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			$135,000.00
4	1	9			$68,000.00
				Sub-Total	$1,652,000.00

199 - General Fund: Early Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$50,000.00
1	1	7			$150,000.00
1	6	3			$70,000.00
4	1	3			$240,000.00
				Sub-Total	$510,000.00

199 - General Fund: Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$5,310,000.00
5	1	5			$280,000.00
				Sub-Total	$5,590,000.00

199 - General Operating GT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$107,000.00
				Sub-Total	$107,000.00

199 - General Operating: CCMR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			$247,000.00
				Sub-Total	$247,000.00

199 - General Operating: Dyslexia

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10			$252,000.00
				Sub-Total	$252,000.00

199 - General Operating - CTE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			$500,000.00

			199 - General Operating - CTE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	5			$618,000.00
				Sub-Total	$1,118,000.00

			199 - General Operating Bilingual		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$46,800.00
				Sub-Total	$46,800.00

			211 - ESSA Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$100,000.00
1	3	2			$6,000.00
2	1	6			$5,235.00
2	2	4			$2,000.00
4	1	2			$8,000.00
4	1	5			$451,491.00
				Sub-Total	$572,726.00

			224 - IDEA B, SpEd		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$793,420.00
5	1	3			$17,440.00
				Sub-Total	$810,860.00

			244 - CTE Carl Perkins (PIC 22)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	15			$34,149.00
				Sub-Total	$34,149.00

			244 - CTE (199 local)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4			$1,009,851.00
1	5	5			$34,149.00
1	5	6			$37,000.00
1	5	7			$37,000.00

244 - CTE (199 local)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$1,118,000.00

255 - ESSA Title II, Part A TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			$58,111.00
1	3	3			$41,726.00
4	1	6			$5,000.00
				Sub-Total	$104,837.00

263 - ESSA Title III, Pt. A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7			$12,249.00
				Sub-Total	$12,249.00

287 - ESSA Title IV - SSAEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			$5,724.00
3	1	1			$1,000.00
3	1	2			$29,893.00
4	1	10			$2,000.00
				Sub-Total	$38,617.00

281 - ESSER II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$50,000.00
1	1	14			$100,000.00
2	3	4			$480,000.00
3	1	4			$95,000.00
3	2	2			$25,000.00
				Sub-Total	$750,000.00

282 - ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$120,000.00
1	2	2			$65,000.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			$100,000.00
1	3	2			$70,000.00
1	3	2			$120,000.00
1	3	3			$100,000.00
2	1	5			$150,000.00
2	3	4			$550,000.00
3	1	3			$60,000.00
3	1	4			$100,000.00
4	1	13			$50,000.00
4	2	3			$325,000.00
				Sub-Total	$1,810,000.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$60,000.00
				Sub-Total	$60,000.00
				Grand Total	$48,804,238.00

Addendums

2021 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 program 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)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, 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	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are over age 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 of 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: 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 disadvantage).

Goal(s):	Objective(s):
100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.	To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Before the end of each month, August 2021-July 2022	NGS Specialist	PFS tracking report
▪ 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.	Before 1st Day of School	MEP contact	PFS report
Additional Activities			
▪			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ 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.	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ 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	MEP staff	calendars, meeting notes
Additional Activities			

▪			

Provide services to PFS migrant students.			
▪ 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.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ 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.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

Dr. Roseanne Meyer   *8-3-2021*
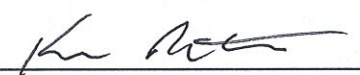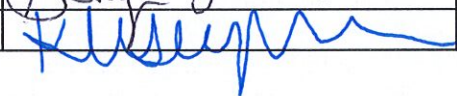**LEA Signature**   **Date Completed**
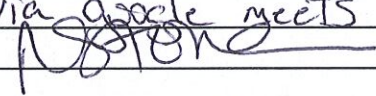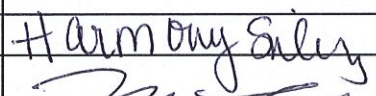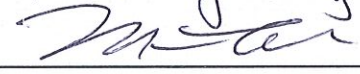
Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Committee _____ District Processes and Programs _____

Topic: _____ Human Resources, Techology, Facilities _____

Date: __18-May-21__ Facilitator/Title: M. Flores, K. Beatty, B. McDavid, S. Durrwachter

Sign-in Name, Role, Signature

Name	Role	Signature
Thaddeus Hunt	Teacher - Elem.	
Aliah Geyer	Teacher - Sec.	— via google meets
Nami Stone	Parent	NStone
	Community Member	
Harmony Salinas	Counselor	Harmony Salinas
Marcos Flores	Director of Human Resources	
Kevin Beatty	Director of Technology	
Blair McDavid	Director of Operations/ Purchasing/Risk Management	provided written input before mtg
Sonya Durrwachter	Director of Special Education	
Kelsey Ramos	Director of Finance	

CALALLEN
Independent School District

From:	McDavid, Blair
Sent:	Monday, May 17, 2021 3:52 PM
To:	Durrwachter, Sonya
Cc:	Kevin F. Beatty; Ramos, Kelsey L.; Almendarez, Arturo
Subject:	CNA Meeting
Attachments:	2021 Spring - CNA Sub-Committee Agenda Documentation Form - District Processes Programs - DISTRICT.xlsx

Sonya, I will be out tomorrow. Here are some responses to the facilities questions under review. If there are further inquiries, just let me know. I will send them out to the group when I get back on Wednesday.

2. In addition to quarterly walkthroughs and safety security audits, the District is currently contracting with PASA to assist with a five year facilities infrastructure plan. This plan will be based on the projected growth and current capacity of the existing facilities;

5. Over the past three years, the District has made significant steps toward physical security on all campuses. These efforts have encompassed increased passive monitoring on all campuses, active surveillance by means of the construction of security vestibules and controlled access portals. It is the intent of CISD to integrate these strategies out district wide within the next two years;

6. Every three years TEA requires each district to submit a safety and security plan. This safety audit encompasses every aspect of facility operations including the physical plant, maintenance, hazards, as well as campus access, and operations. Any findings are summarized and reported to the Board. In addition, these form the basis for the progressive maintenance program which is implemented until the next audit cycle.

During ongoing construction during the 2018 Bond, designated facilities were updated with the latest in fire detection, visual, and audio indicating appliances, as well as life safety equipment.

Active drills are being conducted by each campus as required. As part of the 2020 Safety & Security audit, certain deficiencies were discovered and corrected within the Multi-Hazard Plan. Active shooter protocols, specific medical training for staff, and supplies have been incorporated within each campus.

Thanks

Blair

Questions for Discussion

1. What is the process of recruiting, selecting, assigning, inducting and retaining high quality educators? (ESF 2.1)
2. What plan is in place to address long range facility needs, community growth, student enrollment, as well as, future course requests and requirements such as technology, STEAM, college & career readiness and various pathways?
3. What plan is in place to address long range technology needs in regards to classroom upgrades, student device upgrades, district networking, & infrastructure?
4. How do our special programs meet the needs of identified students? Explain anything significant with enrollment and participation in 504, special education, & bilingual/ESL?
5. What procedures are in place ro address student safety (bullying - both physical & cyber), drug, violence, suicide prevention, as well as, sexual harassment/abuse/trafficking)?
6. What plan and procedures are in place for district & school wide safety? (CODES, drills, & facility maintenance)
7. How has COVID19 impacted your focus area? What steps need to be taken to alleviate the negative impact?

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

CALALLEN
Independent School District

Committee: District Processes and Programs

Topic: Human Resources, Techology, Facilities

Date: 18-May-21   Facilitator/Title: M. Flores, K. Beatty, B. McDavid, S. Durrwachter

Sign-in Name, Role, Signature

Name	Role	Signature
Thaddeus Hunt	Teacher - Elem.	
Aliah Geyer	Teacher - Sec.	
Nami Stone	Parent	
	Community Member	
Harmony Salinas	Counselor	
Kelsey Ramos	Director of Finance	
*B. McDavid could not attend but provided written input before the meeting		

Questions for Discussion

1. What is the process of recruiting, selecting, assigning, inducting and retaining high quality educators? (ESF 2.1)
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ESF - Effective Schools Framework

CNA Discussion Topics/Topics

Question 1	Minutes
1. What is the process of recruiting, selecting, assigning, inducting and retaining high quality educators? (ESF 2.1)	• Flores - Talent Ed for recruiting and hiring; new teacher orientation for inducting - normally 3 days, expectations before start; retention -new teacher get a mentor, teachers with 1 year and below gets a paid mentor who has been trained; ensure that all certifications/licenses for new hires and currently employed individuals are appropriate; post jobs on the ESC website and workforce commission website • Ramos - business directors share salaries and do comparisons each year to ensure that salary is competitive and that we are maintaining position • Hunt - the district needs to make sure to not make changes to technology each year so that teachers don't need to learn a new platform each year as this causes frustration for teachers; next year may need in-school tutorial for some students

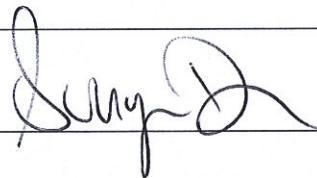| Question 2	Minutes
2. What plan is in place to address long range facility needs, community growth, student enrollment, as well as, future course requests and requirements such as technology, STEAM, college & career readiness and various pathways?	• McDavid's email input - In addition to quarterly walkthroughs and safety security audits, the District is currently contracting with PASA to assist with a five year facilities infrastructure plan. This plan will be based on the projected growth and current capacity of the existing facilities. • Ramos - 400ish single family residential going in by car dealerships, 120 lot expansion of the lakes, new appt complex by TSC, unsure of exact location; contracted with PASA to do a demographic study, will be done in August - do a 10 year look by campus by grade level and address facility needs; student enrollment - has been stagnant recently; COVID impact down about 130 students, unsure of if they will be returning or not; will budget conservatively on the growth from COVID return • Stone - new growth and industry bringing in new families to the areas; Calallen has easy access to where the new families are working; shortage of homes in Corpus Christi in general • Durrwachter, Flores, and Ramos - new positions are considered once proposed based on data to demonstrate need; at the recent board meeting Dr. Saenz discussed the two academies at CMS; enrollments in classes is always considered to continue courses, add, or remove courses

Question 3	Minutes
3. What plan is in place to address long range technology needs in regards to classroom upgrades, student device upgrades, district networking, & infrastructure?	• Beatty - track equipment, generally 5 to 10-year lifespan depending on the technology; technology needs change based on campus needs; core network is expandable; going to one-to-one district has expanded the technology needs such as cyber security; when we open up to home computers have to change infrastructure; challenging to do virtually and face to face from a technology standpoint; look at District Improvement Plan to plan needs; replacing Wi-Fi throughout the district • Ramos - 1-1 devices provided partially through TEA and City of Corpus; earmarking $100,000 each of the next three years through ESSER III to help with technology needs and expand Wi-Fi; budgeting 60 total flat panels over the next 3 years through ESSER III (20/year); staffing looking expanding for the next 3 years through ESSER III; evaluating technology budget due to technology expansions

Question 4	Minutes
4. How do our special programs meet the needs of identified students? Explain anything significant with enrollment and participation in 504, special education, & bilingual/ESL?	• Durrwachter – the number of students in Special Education and 504 has increased in the last few years as of Snapshot date (special education 2015/16 – 398, 2020/21 – 513; Section 504 2018/19 – 244, 2020/21 – 284); the number of students in ESL has been stagnant over the last 5 years as of Snapshot date (LEP 2015/16 – 119, 2020/21 – 120; ESL 2015/16 – 114, 2020/21 – 117); the number of students identified as Homeless has gone down from 2015/16 to 2020/21 (33 and 16 respectively), unsure if this is due to truly less students qualifying or because of the virtual learning and free lunch for all that families who would have normally been identified aren't letting us know of their needs this year as their immediate needs that we can assist with are already being met; Each student in these programs have at least 1 meeting annually to discuss their needs and put in place a plan for the student based on data, teacher, and parent recommendation; If a student does not make progress during the year a meeting can be held to address how to better help the student; Due to the growing number of special education students two new positions were approved for the 2021/22 school year – LSSP and SLP, the SLP has already been hired and the LSSP position is still open

Question 5	Minutes
5. What procedures are in place ro address student safety (bullying - both physical & cyber), drug, violence, suicide prevention, as well as, sexual harassment / abuse / trafficking)?	• McDavid - Over the past three years, the District has made significant steps toward physical security on all campuses. These efforts have encompassed increased passive monitoring on all campuses, active surveillance by means of the construction of security vestibules and controlled access portals. It is the intent of CISD to integrate these strategies out district wide within the next two years • Ramos - Raptor Visitor program; vestibules at campuses; door access controls at CHS, STAR, West, and technology - goal to eventually roll out district wide; School Board working on drug testing policy before COVID shutdown and work on that will continue; suicide prevention and violence - added a LPC about 1 1/2 years ago; all employees take sexual harassment, abuse, and trafficking; • Salinas - counselors do a suicide risk analysis if a student has any suicidal thoughts; counselors do lessons on healthy habits and bullying at elementary • Flores - CMS has PRIDE leaders • Durrwachter - Bullying reporting available easily and anonymously on our website; bully reports sent to key staff at administration
Question 6	Minutes
6. What plan and procedures are in place for district & school wide safety? (CODES, drills, & facility maintenance)	• McDavid - Every three years TEA requires each district to submit a safety and security plan. This safety audit encompasses every aspect of facility operations including the physical plant, maintenance, hazards, as well as campus access, and operations. Any findings are summarized and reported to the Board. In addition, these form the basis for the progressive maintenance program which is implemented until the next audit cycle. During ongoing construction during the 2018 Bond, designated facilities were updated with the latest in fire detection, visual, and audio indicating appliances, as well as life safety equipment. Active drills are being conducted by each campus as required. As part of the 2020 Safety & Security audit, certain deficiencies were discovered and corrected within the Multi-Hazard Plan. Active shooter protocols, specific medical training for staff, and supplies have been incorporated within each campus. • Ramos - stop the bleed, crisis backpacks • Durrwachter - student specific training for students with significant medical needs; to go kits for field trips

Question 7	Minutes
7. How has COVID19 impacted your focus area? What steps need to be taken to alleviate the negative impact?	• Geyer - hard to teach both virtually and face to face at the same time; credit recovery is helping with some students at CHS; if we have to do virtual next year then consider not virtual and face to face in the same class and consider additional planning time; attendance has been an issue for some students • Stone - district did the best with what they have; we tried to do virtual as long as we could but it was tough; if we have to do virtual next year consider looking at other districts to see what can be done; other districts did more synchronous • Salinas - district wide protocol for disaster that say if...being prepared if we have another closure • Beatty - if technology building is damaged we wouldn't be able to do virtual; if service provider goes down or the building is damaged, then we wouldn't have any external connectivity; technology building is very sturdy and has a generator • Hunt - difficult to teach live and virtual at the same time, very difficult with sped students, made it work but took some trial and error; as a teacher felt that not giving time to both groups; challenging more for students as it's hard for them to feel that they are learning as much as they can when virtual • Ramos - getting $3.9 million under ESSER III - ideas for interventionists and contracted individuals to support for students for the next 3 years being discussed by ESSER III committee • Salinas - students need more support with outside needs • Ramos - ESSER III looking at 2 family liaisons for district • Durrwachter – Special Education was a challenge as virtual learning doesn't work for all student and some students who were virtual don't do well on the computer or paper/pencil tasks; purchased and used a HIPPA/FERPA compliant platform for speech and counseling but still challenging due to parent's forgetting to log on at specific time or therapist trying to engage with both groups at once; as students are returning compensatory services are being discussed due to any lack of expected progress while a student was virtual both last spring or this school year

Facilitator's Signature: _____ Date: 5/18/21

Committee: **Student Learning**

Topic: Curriculum, Student Achievement, Assessment, PD, Resource, Technology Integration

Date: 5/2/2021   Facilitator/Title: R. Meyer, M. Silva, R. Sendejo, C. Morris

Sign-in Name, Role, Signature

Name	Role	Signature
Vanessa Chenault	Teacher - East	
Kristen Sharpe	Teacher - WR	KHBSharpe
Wilma Cavazos	Teacher - Magee	
April M. Taylor	Teacher - CMS	ATaylor
Aliah Geyer	Teacher - CHS	
Erika Vazquez	Counselor	
Chantal Landry	Parent - Elem	Chantel Landry
Tish Arnold	Parent - Sec.	Tish Arnold
Roseanne Meyer	Community Member - Elem. /District	Roseanne Meyer
Melana Silva	Community Member - Sec. /District	Melana Silva
Candy Morris	School Staff Member /Parent	Candy Morris
Ava Pena	Student - HS	Ava Pena
Hannah Morris	Student - HS	Hannah Morris
Rebecca Sendejo	District Staff + Parent	

Questions for Discussion

1. What assessment instruments, including diagnostic instruments, are routinely used to measure student achievement and how is the data used to drive instruction?
2. What processes are in place and what programs or resources are utilized to address RTI and individual student learning needs especially for those in special populations?
3. What processes do district and campuses have in place to involve staff in decisions regarding professional development, curriculum related resources, and other campus initiatives?
4. What professional development and resources are needed? How are these needs identified?
5. What are any significant data findings for programs and services that have an important link to challenges that could become prioritized problems and root causes? (Usage reports, student achievement, other data, etc.)
6. What is our process for developing a focused improvement plan that addresses the root causes of low student performance? How do we track progress of student performance and evaluate our processes? (ESF 1.2)
7. What specific support is need to effectively integrate instructional technology into everyday learning? (staffing, professional development, other)
8. How has COVID19 impacted your focus area? What steps need to be taken to alleviate the negative impact?

ESF - Effective Schools Framework

CNA Discussion Topics/Topics **Student Learning**

Question 1	Minutes
1. What assessment instruments, including diagnostic instruments, are routinely used to measure student achievement and how is the data used to drive instruction?	NWEA MAP, CBA's unit & quarter, benchamarks, semester exams, ESG, CLI Engage, PK-Circle. Review DMAC (or Perf. Matters), PLC & data meetings, identify strengths & areas of need, review growth, target areas and longitudinal data to make instructional adjustments.

Question 2	Minutes
2. What processes are in place and what programs or resources are utilized to address RTI and individual student learning needs especially for those in special populations?	Counselor referrals-academic and social/emotional, RTIs, TEIR meetings, 504's, ARDs, SSI reviews, math/reading lab review meetings, GCS access and reviews, character ed, LSSP/LPC

Question 3	Minutes
3. What processes do district and campuses have in place to involve staff in decisions regarding professional development, curriculum related resources, and other campus initiatives?	Comp. Needs Assess. reviews, SBDM, DEIC, Strategic Planning, ESSR planning, PLCs and more

Question 4	Minutes
4. What professional development and resources are needed? How are these needs identified?	PD & resources spefically related to Special Ed, English Language Learners, ELAR/Writing, Math interventions, Technology integration

Question 5	Minutes
5. What are any significant data findings for programs and services that have an important link to challenges that could become prioritized problems and root causes? (Usage reports, student achievement, other data, etc.)	Based on our most recent STAAR data, curriculum based assessments, program usage reports, and student attendance, we realize we will need to address gaps in learning, regression in achievement levels of some students, and irregular attendance statistics in order to move students toward consistent achievement and educational growth.

Question 6	Minutes
6. What is our process for developing a focused improvement plan that addresses the root causes of low student performance? How do we track progress of student performance and evaluate our processes? (ESF 1.2)	Comp. Needs Assess. Reviews, SBDM, DEIC, Strategic Planning, ESSR planning, PLCs and more

Question 7	Minutes
7. What specific support is need to effectively integrate instructional technology into everyday learning? (staffing, professional development, other)	It is recommended that we add an additional instructional technology support staff member. Our current specialist does not have the time in her schedule to adequately and effectively support all campuses Pk-12. With the addition of technology programs and a new LMS this will be essential to teacher and student success.

Question 8	Minutes
8. How has COVID19 impacted your focus area? What steps need to be taken to alleviate the negative impact?	We have not been able to sufficiently assess the gaps caused by COVID due to lack of creditable data sources (virtual assessments cannot be verified for student data validity and integrity). We do know that we need to address both academic and SEL needs of our students. Additional Interventionists and counseling support programs are recommended.

Facilitator's Signature: *Roseanne Meyer*   Date: 4-1-21

CALALLEN
Independent School District

Committee: _____ Demographics and Data _____

Topic: _____ CNA process planning, scores, etc. _____

Date: _____ Spring 2021 _____   Facilitator/Title: ___ C. Morris, A. Danaher, A. Almendarez ___

Sign-in Name, Role, Signature

Name	Role	Signature
Charlene Sandroussi	Teacher	Charlene Sandroussi
Harmony Salinas	Counselor	Harmony Salinas
Tish Arnold	Parent	Tish Arnold
Candy Morris	District Leadership	Candy Morris
Anita Danaher	District Leader	Anita Danaher
Arturo Almendarez	District Leader	Arturo Almendarez
Hannah Morris	student	Hannah Morris

Questions for Discussion

1. Based on the provided data (OnData - Snapshot data), what growth or decline do you see in any special populations or demographic areas? (ethnicity, at-risk, migrant, homeless, special ed, ELL, GT, low SES, CTE)
2. What specific changes are evident in attendance, graduation and drop-out rates and what possible causes can be linked to this data? (OnData and TAPR)
3. What specific changes are evident in the CCMR data and how does it compare to state? (TAPR)
4. What changes do you see over time in the level of experience or years of experience amongst your teachers? (particularly teachers coming in new to the district) (TAPR)
5. What is the ratio of special program teachers to students in the program? Is this comparable to state data? (TAPR)
6. What changes in enrollment numbers or patterns do you see among the different grade levels and how could this possibly affect district and campus needs? (OnData and TAPR)
7. How has COVID19 impacted your focus area? What steps need to be taken to alleviate the negative impact?

CNA Discussion Topics/Topics

Question 1	Minutes
1. Based on the provided data (OnData - Snapshot data), what growth or decline do you see in any special populations or demographic areas? (ethnicity, at-risk, migrant, homeless, special ed, ELL, GT, low SES, CTE)	The hispanic has increased from 56% in 2014 to 65% in 2020 while the white have decreased from 39% in 2014 to 32% in 2020. The Eco. Dis. Increased from 40% in 2014 to 52% in 2020. The EL population have maintained fairly steady at close to 3%. The SPED pop. has increased from 9.72% in 2014 to 13% in 2020. GT has decreased from 8.32% in 2014 to 6.6% in 2020. At-Risk has maintained approximately 33% (up an down from year to year). The continued increase in Eco. Dis. and SPED will cause need for additional PD, interventions, programs (such as those offered in CTE/CCR) and other resources to help to motivate and provide differentiated instruction to all students.
Question 2	Minutes
2. What specific changes are evident in attendance, graduation and drop-out rates and what possible causes can be linked to this data? (OnData and TAPR)	According to TAPR, attendance decreased from 17-18 to 18-19 98% to 96% and dropout rate decreased, but of course 2020-21 attendance will show a decrease and dropout will possibly show an increase from the aftermath of COVID19 in 2020-2021. Although virtual learning was offered and provided in addition to various resources and one on one devices, some students chose not to participate. There will be a need for additional interventions (such as the credit recovery already in place) in order to close the gaps.
Question 3	Minutes
3. What specific changes are evident in the CCMR data and how does it compare to state? (TAPR)	College, Career and Military Ready graduates increased from 66.8% in 17-18 to 70.5% in 18-19. (The military portion has since been removed from accountability). Although the district plans to continue to increase this number with additional program and course offerings, the numbers are still slightly lower than the state average of 73%. There is a need for additional courses, programs, staffing and facilities at CHS to improve numbers in this area (and would help to increase scores in other areas as well SAT/ACT/TSIA scores, CTE, dropout rates, and more)
Question 4	Minutes
4. What changes do you see over time in the level of experience or years of experience amongst your teachers? (particularly teachers coming in new to the district) (TAPR)	District Teachers' average years of experience is 12.9, 29% of them are in years 1-5, 27% in years 11-20 and 23% have 20+ years. The level of technology integration experience and comfort is definitely different with most new teachers and they might need to mentor or facilitate just as they are recieving other types of mentoring from their more experienced peers. There will be a continuous need for PD in technology integration due to change in times, online assessments and DC coursework, and the future jobs we have to prepare our students for.
Question 5	Minutes
5. What is the ratio of special program teachers to students in the program? Is this comparable to state data? (TAPR)	Percentages of teachers by program includes: CTE 5.6%, Comp. Ed. 9.9%, SPED 8.6% and these are all comparable to those of the state.
Question 6	Minutes

FINAL Review (handwritten annotation)

	Total district enrollment increased from 2010-2019 but took a slight dip in 2020 (most likely due to COVID19 and families who chose homeschool or GED route). Trends show enrollment decreases in upper grades, for example, the current 9th grade class is significantly larger at 347 while the current 12th grade class has dropped to 293 in 2020 when this same class was at 307 2018 and larger than that in previous years. Some students choose homeschool sometimes for additional program options or early graduation, others choose GED to enter the workforce. HS will continue to enhance CTE & CCR courses and programs to try and retain students at the upper grade levels.
6. What changes in enrollment numbers or patterns do you see among the different grade levels and how could this possibly affect district and campus needs? (OnData and TAPR)	
Question 7	Minutes
7. How has COVID19 impacted your focus area? What steps need to be taken to alleviate the negative impact?	There are gaps in learning across the district and state expecially due to attendance issues and some of the disadvantages of virtual learning. Although one on one technology devices have been provided, not all students have taken advantage of all of the virtual resources and opportunities. Initiatives and interventions such as credit recovery will need to continue and possibly increase according to areas of need.

Facilitator's Signature: _Candy Morris_   Date: 5-18-21