Clint Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B

Board Approval Date: August 25, 2025
Public Presentation Date: August 25, 2025

Mission Statement

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

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

Public Notification of Nondiscrimination

Clint Independent School District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic, in its programs and activities, including employment opportunities as required by Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. For information about your rights or grievance procedures, contact the District's Title IX Coordinator Rene Chavez at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4061 and/or Section 504 Coordinator, Rodrigo Hernandez at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4041.

Vision



CORE VALUES

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

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

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

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

Transparent through open communication, leadership, accountability and integrity.

Value Statement

2025-2026 Board Goals

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

Clint ISD Strategic Plan

Clint ISD has developed strategic priorities to ensure that our overall vision of high-quality instruction with high quality instructors is implemented district-wide to assist us over the next few years. From the ESF implementation and the use of HQIM, the district has developed the following strategic priorities which align to our vision. To ensure alignment throughout the district, the ESF Levers will be implemented at all campuses.

The main emphasis for all staff is to focus on student outcomes.

2025-2026 Priorities

Main Priorities:

- Implement TSL Lever 3, Lever 4 and Lever 5
- Ensure the learning profile for students is fostered at all campuses
- Develop a deeper understanding of lesson internalization and ensuring that RBIS are being utilized in all classrooms.
- Implement of new secondary Social Studies Curriculum
- Focus on improving 3rd and 6th Grade Math and Reading skills
- Focus on Improving English I and English II scores and lowering the number of End of Course re-testers
- Improve the number of Emergent Bilingual Students showing growth on the TELPAS
- Ensure the Circle Counseling programs are implemented at all campuses

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clint ISD had the following demographic information:

Economically Disadvantaged 2024-2025

Eligible For Free Meals		Other Economically Disadvantaged		Total Economically Disadvantaged		Not Economically Disadvantaged		Total Count
Count	%	Count	%	Count	%	Count	%	
5,869	58.24%	2,693	26.72%	8,656	85.90%	1,421	14.10%	10,077

Clint ISD Ethnicity 2024-2025

Ethnicity	Student Count
Black or African American	42
American Indian or Alaska Native	21
Asian	6
Hispanic	9,784
Native Hawaiian/Other or Pacific Islander	<10
Two or More Races	27
White	193

Clint ISD Programs 2024-2025

GT	CTE	Emergent Bilingual	Bilingual	ESL	Eco - Dis	Title I	At Risk	Military	Foster Care	SPED	Homeless	Dyslexia	Section 504
384	3,180	4,302	1,901	1,723	8,656	10,077	6,410	582	<10	1,814	179	167	330

Grade Level Enrollment 2024-2025

Grade Level	Student Count
Early Education	27
Pre-Kindergarten	476
Kindergarten	596
Grade 1	610
Grade 2	646
Grade 3	693
Grade 4	769
Grade 5	730
Grade 6	727
Grade 7	766
Grade 8	756
Grade 9	848
Grade 10	814
Grade 11	863
Grade 12	756

Gender Student Count 2024-2025

Gender	Student Count
Female	4,936

Gender	Student Count
Male	5,141

SPED Student Enrollment 2024-2025

Primary Disability										
OI	OHI	AI	VI	ID	ED	LD	SI	AU	TBI	NCEC
<10	116	17	14	139	57	952	268	162	<10	19

From the charts above, it is apparent that Clint ISD has many challenges in the population we serve. First and foremost, Clint ISD assures all of our students have healthy meals as a Provision II school district
offering breakfast, lunch and dinner most days to our students. We offer these services due to the fact that over 85% percent of our students are Economically Disadvantaged and over 64% of our students are label as “At-Risk” by the Texas Education Agency. Finally, 42% percent of our students are Emergent Bilingual Students. This has increased by annually. Daily, Clint ISD works diligently to place our students on the road to graduation, but has many obstacles. Despite the barriers, Clint ISD has a proven track record of helping our students successfully graduate and be career and college ready.

Demographics Strengths

Clint ISD Graduation Rate 2016-2025

Clint ISD Students are 85% Economically Disadvantaged but still have met the standards on all Domains. Specifically Post-secondary readiness is a strength as well as the graduation rates. The strong graduation rates despite the high number of At-Risk and Economically Disadvantaged numbers indicate that the achievement gap is being narrowed by the time students graduate.

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

Class	*State Average*	*Regional Average*	*District Average*
2025	***N/A***	***N/A***	**98.4%**
2024	***N/A***	***N/A***	***97.4%***
2023	93.7%	92.2%	96.6%

Class	*State Average*	*Regional Average*	*District Average*
2022	93.6%	92.6%	95.7%
2021	94.2%	93.4%	97.1%
2020	91.0%	88.4%	93.6%
2019	92.0%	90.0%	95.8%
2018	94.0%	93.7%	96.3%
2017	89.7%	86.5%	96.7%
2016	89.1%	85.7%	91.8%

The 2024 and 2025 graduation rates are still projections. The 2024-2025 rate will change with summer and fall graduates.

Drop-out Rate

Clint ISD's annual dropout rate still remains below the state and regional averages. Attendance Rates are well above state averages. However, attendance for the end of 2022-2023 fell below our normal rate. Clint ISD ended the 2024-2025 with an attendance rate of 94.0%

Annual Dropout Rate (Gr 7-8)			
2022-23	0.8%	1.5%	**0.1%**
2021-22	0.7%	0.6%	**0.0%**
Annual Dropout Rate (Gr 9-12)			
2022-23	2.0%	3.2%	**1.1%**
2021-22	2.2%	2.8%	**1.2%**

Attendance Rate			
2022-23	93.3%	92.6%	**93.3%**
2021-22	92.2%	91.3%	**92.3%**

Problem Statements Identifying Demographics Needs

Problem Statement 1: EB Students have are still a high percentage of 42% of the population.
Root Cause: Students are exiting more than in previous years, but not at a fast enough rate.

Problem Statement 2 (Prioritized): At Risk Students at 64% of the total population.
Root Cause: Students in special populations passing rates on the STAAR do not match their peers. Other factors cause At-Risk numbers to remain high.

Problem Statement 3 (Prioritized): Special Education Numbers increased requiring more programs and staff.
Root Cause: Student needs have increased.

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

Problem Statement 5: Data shows that EB students are exiting the program, but not at rate that lowers them from being at risk.
Root Cause: Dual Language program is still being aligned Bilingual/ESL Program.

Problem Statement 6 (Prioritized): Students must show progress annually to be successful. Accelerated instruction must be provided.
Root Cause: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

Student Learning

Student Learning Summary

STAAR Administration

Below is a recap of the students who did complete the STAAR exams by level. For 2024-2025, TEA again had new question types on the assessments; each item type could be weighted differently.

Elementary STAAR Data

24-25 SPRING G3 MATH					
	Total Students	Did not Meet	Approaches	Meets	Masters
MVE	61	28%	72%	43%	20%
DHE	124	35%	65%	34%	10%
CTW	100	37%	63%	38%	18%
CLINT ISD	670	37%	63%	34%	12%
WDS	141	38%	62%	34%	9%
FME	150	39%	61%	33%	9%
RSE	94	41%	59%	30%	13%

24-25 SPRING G3 RLA					
	Total Students	Did not Meet	Approaches	Meets	Masters
WDS	141	25%	75%	40%	13%
DHE	124	25%	75%	48%	22%
RSE	94	28%	72%	38%	18%
CLINT ISD	670	29%	71%	41%	17%
FME	150	31%	69%	36%	12%
MVE	61	33%	67%	46%	23%
CTW	100	34%	66%	41%	16%

24-25 SPRING G4 MATH					
	Total Students	Did not Meet	Approaches	Meets	Masters
WDS	144	27%	73%	42%	25%
MVE	71	30%	70%	32%	10%
RSE	84	35%	65%	42%	15%
CLINT ISD	740	37%	63%	35%	15%
DHE	174	40%	60%	36%	15%
CTW	117	40%	60%	34%	12%
FME	150	48%	52%	27%	9%

24-25 SPRING G4 RLA					
	Total Students	Did not Meet	Approaches	Meets	Masters
WDS	144	18%	82%	50%	13%
MVE	71	21%	79%	45%	15%
CLINT ISD	740	25%	75%	43%	13%
DHE	174	26%	74%	47%	15%
RSE	84	26%	74%	46%	11%
FME	150	28%	72%	35%	13%
CTW	117	31%	69%	35%	8%

24-25 SPRING G5 SCIENCE					
	Total Students	Did not Meet	Approaches	Meets	Masters
FME	132	39%	61%	17%	4%
WDS	151	42%	58%	18%	7%
MVE	72	43%	57%	17%	4%
RSE	87	45%	55%	22%	5%
CLINT ISD	710	46%	54%	15%	5%
CTW	113	47%	53%	13%	6%
DHE	155	55%	45%	8%	2%

24-25 SPRING G5 MATH					
	Total Students	Did not Meet	Approaches	Meets	Masters
FME	132	19%	81%	49%	19%
MVE	72	19%	81%	44%	13%
CTW	113	24%	76%	40%	14%
CLINT ISD	710	24%	76%	43%	16%
DHE	155	26%	74%	43%	15%
WDS	151	26%	74%	39%	17%
RSE	87	31%	69%	41%	14%

24-25 SPRING G5 RLA					
	Total Students	Did not Meet	Approaches	Meets	Masters
FME	132	17%	83%	66%	28%
DHE	154	22%	78%	54%	25%
CLINT ISD	709	24%	76%	55%	23%
MVE	72	25%	75%	63%	18%
CTW	113	26%	74%	45%	22%
RSE	87	26%	74%	52%	18%
WDS	151	26%	74%	50%	24%

Middle School STAAR Data

24-25 SPRING G6 MATH					
	Total Students	Did not Meet	Approaches	Meets	Masters
REMS	197	17%	83%	38%	10%
CLINT ISD	724	28%	72%	27%	9%
CJHS	156	30%	70%	27%	13%
HMS	214	31%	69%	22%	6%
EMMS	157	36%	64%	22%	8%

24-25 SPRING G6 RLA					
	Total Students	Did not Meet	Approaches	Meets	Masters
CJHS	156	25%	75%	51%	22%
HMS	214	30%	70%	43%	16%
CLINT ISD	724	32%	68%	43%	17%
EMMS	157	32%	68%	45%	17%
REMS	197	40%	60%	36%	13%

24-25 SPRING G7 MATH					
	Total Students	Did not Meet	Approaches	Meets	Masters
CJHS	132	41%	59%	22%	0%
EMMS	119	45%	55%	29%	2%
CLINT ISD	637	51%	49%	20%	1%
REMS	182	52%	48%	18%	1%
HMS	204	62%	38%	16%	0%

24-25 SPRING G7 RLA					
	Total Students	Did not Meet	Approaches	Meets	Masters
CJHS	161	21%	80%	62%	31%
HMS	226	28%	72%	46%	18%
CLINT ISD	761	29%	71%	47%	19%
EMMS	167	29%	71%	47%	22%
REMS	207	34%	66%	35%	10%

24-25 SPRING G8 MATH					
	Total Students	Did not Meet	Approaches	Meets	Masters
EMMS	181	23%	77%	53%	15%
HMS	217	29%	71%	41%	10%
CLINT ISD	748	30%	70%	42%	11%
CJHS	167	34%	66%	34%	8%
REMS	183	34%	66%	38%	9%

24-25 SPRING G8 RLA					
	Total Students	Did not Meet	Approaches	Meets	Masters
CJHS	162	13%	87%	62%	31%
EMMS	172	20%	80%	59%	27%
CLINT ISD	755	22%	78%	51%	23%
REMS	187	26%	74%	42%	14%
HMS	234	27%	74%	46%	22%

24-25 SPRING G8 SCIENCE					
	Total Students	Did not Meet	Approaches	Meets	Masters
REMS	185	24%	76%	48%	12%
EMMS	171	37%	63%	32%	5%
CLINT ISD	753	38%	62%	35%	8%
CJHS	162	40%	60%	33%	8%
HMS	235	48%	52%	28%	8%

24-25 SPRING G8 SOCIAL STUDIES					
	Total Students	Did not Meet	Approaches	Meets	Masters
CJHS	162	45%	55%	24%	7%
REMS	187	51%	49%	17%	7%
EMMS	172	53%	47%	16%	6%
CLINT ISD	756	55%	46%	17%	6%
HMS	235	65%	35%	11%	5%

High School STAAR/EOC Data

24-25 SPRING BIOLOGY					
	Total Students	Did not Meet	Approaches	Meets	Masters
CECA	64	2%	98%	75%	19%
CHS	179	8%	92%	56%	14%
MVHS	189	11%	89%	47%	5%
CLINT ISD	763	11%	89%	51%	10%
HHS	332	15%	85%	46%	9%

24-25 SPRING ENGLISH I					
	Total Students	Did not Meet	Approaches	Meets	Masters
CECA	68	3%	97%	85%	28%
MVHS	219	37%	63%	48%	9%
CLINT ISD	892	38%	62%	47%	9%
CHS	203	39%	61%	45%	8%
HHS	403	43%	57%	40%	7%

24-25 SPRING US HISTORY					
	Total Students	Did not Meet	Approaches	Meets	Masters
CECA	79	0%	100%	89%	47%
CHS	185	3%	97%	62%	25%
CLINT ISD	843	5%	95%	65%	30%
HHS	382	5%	95%	62%	30%
MVHS	198	7%	93%	63%	28%

24-25 SPRING ENGLISH II					
	Total Students	Did not Meet	Approaches	Meets	Masters
CECA	80	0%	100%	95%	14%
CHS	195	28%	72%	54%	3%
CLINT ISD	915	29%	71%	54%	5%
MVHS	216	30%	70%	50%	6%
HHS	426	35%	65%	49%	4%

24-25 SPRING ALGEBRA					
	Total Students	Did not Meet	Approaches	Meets	Masters
REMS	28	0%	100%	79%	50%
EMMS	38	3%	97%	89%	66%
CJHS	26	4%	96%	85%	42%
CECA	45	7%	93%	56%	29%
HMS	37	16%	84%	54%	30%
CLINT ISD	748	16%	84%	48%	23%
HHS	293	18%	82%	43%	19%
CHS	144	21%	79%	42%	19%
MVHS	138	22%	78%	36%	12%

Student Learning Strengths

Clint ISD improved overall on the Career College and Military Readiness rating. All campuses continue to be close to the 95% target.

Campus/District	2016 2017 CCMR	2017 2018 CCMR	2018 2019 CCMR	2019 2020 CCMR	2020 2021 CCMR	2021 2022 CCMR	2022 2023 CCMR	2023 2024* CCMR	2024 2025* CCMR
Clint ISD	51%	71.0%	78.0%	79.0%	76.0%	87.5%	97.1%	96.0%	94.8%
Clint High School	54%	94.8%	99.4%	93.5%	96.4%	98%	97.6%	99.4%	100%
Mountain View High	43%	67.1%	78.8%	96.0%	96.2%	98%	98.2%	95.0%	98.4%
Horizon High School	41%	55.0%	64.1%	60.2%	51.1%	57%	95.6%	97.0%	93.6%
Clint Early College	100%	100%	100%	97.3%	98.6%	97%	100%	98.9%	96%

Career and Technical Education Comprehensive Needs Assessment

Our district serves approximately 10,200 students of which 3,346 students are enrolled in grades 9-12. At Clint ISD our grade alignment for secondary campuses are grades 9-12 throughout our three high schools and one early college academy. We offer 12 Career Clusters and 36 Programs of Study within our district. We are well above the recommended 4 programs of study for an LEA high school enrollment of 2,001 – 5,000 students. We currently have 3,485 students participating in CTE programs and offer the Pathways in Technology Early College High School program at Clint High School, Mountain View High School and Horizon High School. Since the 2023-2024 school year, we have increased the number of programs of study offerings by 50%.

As a district, we have shown progress over the last couple of years increasing opportunities for our students to participate in work-based learning. We have continued to expand our Practicum course offerings by three programs of study: Dental II, Patient Care Technician, and Pharmacy Technician. We have increased enrollment in our Practicum/Extended practicum courses for the last five years. We work closely with El Paso Community College (EPCC) to identify opportunities for student to complete advanced academic courses. Currently our district offers Advanced Placement opportunities such as AP Computer Science at all three high schools and at our early college academy. Dual Credit attainment is available both on-line and face-to-face instruction through EPCC. The Board of Trustees has asked the District leadership to expand career pathway options for students, which is steadily increasing year to year. All high schools now have the Pathways in Technology Early College High School (P-TECH) allowing students an opportunity to receive both a high school diploma and a credential and/or an associate degree.

The top career clusters with occupations that meet the state and/or regional definition of “in-demand” and “high-wage” are the following:

In the Borderplex Workforce Development Area (10) Labor Market Information, 2016 – 26 shows Science, Technology, Engineering and Mathematics career cluster as #1 with a 39% growth rate in Biomedical Science. #2 career cluster is Hospitality with a 27% growth rate in Culinary Arts. Human Services career cluster ranks #3 with Massage Therapist at a 29% growth rate. #4 Career cluster is Information Technology with a 37% growth rate in Web Development. The Borderplex Workforce Labor Market Information aligns closely to the State LMI data with listing Information Technology as the #2 Career Cluster followed by #3 Hospitality and Tourism and #4 Science, Technology, Engineering and Mathematics career cluster. The #1 career cluster according to the State LMI is Health Science with a 45% growth rate in Healthcare Therapeutic.

Top Priorities for CTE:

1) Increase the number of CTE Learners taking and passing industry-based certifications and licensure exams with a focus on special populations groups – Individuals with Disabilities and English Learners.
2) Creation and maintenance of P-TECH programs at the three comprehensive high schools.
3) Align CTE instructional practices with regular education instructional practices. Provide training and teacher support for implementation of said practices.
4) Increase the opportunities for student work-based learning experiences.

Clint ISD continues to offer Career and Technical Education students the opportunity to gain industry-based certifications and licenses; only the certifications reported to the state align with the A-F Accountability rating system as listed. Our Career and Technical Education teachers worked diligently with students on campus and helped them prepare for their certification and license exams which accounts for a slight increase in numbers from last year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students must show progress annually to be successful. Accelerated instruction must be provided.
Root Cause: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

Problem Statement 2 (Prioritized): Special Education students, have progressed, but are still scoring below the other sub-populations.
Root Cause: Special education students have large gaps that continue to need to be addressed.

Problem Statement 3 (Prioritized): Teacher utilization of HQIM and lesson internalization is not at 100%.
Root Cause: Vertical alignment of a lesson cycle in the classrooms across the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

Problem Statement 4 (Prioritized): Student passing rates on the STAAR Exam are not above the state rates in all tested areas and at all campuses.
Root Cause: The use of high quality instructional materials is not uniform across the district.

Problem Statement 5 (Prioritized): CTE Programs need to continue to expand to align with the community job needs.
Root Cause: Community needs have changed

Problem Statement 6: EB Students have are still a high percentage of 42% of the population.
Root Cause: Students are exiting more than in previous years, but not at a fast enough rate.

Problem Statement 7 (Prioritized): At Risk Students at 64% of the total population.
Root Cause: Students in special populations passing rates on the STAAR do not match their peers. Other factors cause At-Risk numbers to remain high.

Problem Statement 8 (Prioritized): Special Education Numbers increased requiring more programs and staff.
Root Cause: Student needs have increased.

District Processes & Programs

District Processes & Programs Summary

2024-2025 Accountability

For 2022-2023, the state adjusted accountability standards and included new item types on all levels of the STAAR assessments. In order to assess the gaps that student may have, we will be using a growth measure program developed through NWEA and other assessments. The NWEA MAP program will evaluate students at the beginning, middle and end of year to determine skills and content levels. This data can guide instruction and will be available for ELAR and Math - Grades K-10 and Science 5th and 8th. This support will help teachers identify student academic needs that have occurred as gaps have been created. Elementary campuses will be using other screeners and programs to identify and eliminate learning gaps. Early literacy and math assessments will be used in grade levels where the MAP is not administers. With the accountability ratings, TEA has published our accountability for 2024-2025.

25 Clint ISD Accountability Rating							
	Rating	Overall Score	Domain I: Student Achivement	Domain II: (Part A) Academic Growth	Domain II: (Part B) Relative Performance	Domain III: Closing the Gaps	Distinction Designations
Clint ISD	B	84	77	77	84	85	
CTW	C	75	69	73	76	71	Academic Achievement in Science
DHE	B	82	71	82	77	83	
FME	C	79	69	80	75	77	
MVE	B	87	72	89	80	83	Top 25% Comparative Academic Growth
RSE	C	76	70	71	77	72	
WDS	A	90	72	91	80	88	Top 25% Comparative Academic Growth
CJHS	B	83	75	80	85	78	Academic Achievement in RLA/ Top 25% Comparative Academic Growth
EMMS	B	85	75	79	86	84	Postsecondary Readiness
HMS	C	77	67	76	75	80	Top 25% Comparative Academic Growth
REMS	B	84	72	78	82	88	Top 25% Comparative Academic Growth
CECA	A	97	97	84	97	98	Academic Achievement in RLA/ Academic Achievement in Math/ Postsecondary Readiness
CHS	A	93	87	64	93	94	Academic Achievement in Science/ Top 25% Comparative Closing the Gaps
HHS	A	90	82	72	90	91	Academic Achievement in Science/ Academic Achievement in Math/Academic Achievement Social Stuides/ Postsecondary Readiness/Top 25% Comparative Closing the Gaps
MVHS	B	87	86	79	89	83	Postsecondary Readiness/Top 25% Comparative Academic Growth

Teacher Support Programs

Clint ISD has over 700 hundred teachers and 165 Instructional Aides that support our students. Over 56% of the teachers in the district have between 1 and 10 year experience in the profession. Turnover rates are very low in comparison to other Texas school Districts.

2023-2024 to 2024-2025

a. 87 Percent overall retention rate for ALL teachers.
b. 11 Percent attrition rate for ALL teachers.

2024-2025 to 2025-2026

a. 97% retention for all teachers
b. 3% attrition for all teachers
c. 1% vacancy at the beginning of the year.

Based upon exit interviews, the top reasons why teachers resign:

Retirement
Moving to a new district as a teacher
Promotion
Leaving Education

The breakdown of teachers by years of experience is below:

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	70.9	10.3%	49,550.0	13.3%
Over 30 Years Experience	7.2	1.1%	10,867.4	2.9%

Teachers by Years of Experience:				
Beginning Teachers	39.0	5.7%	36,179.6	9.7%
1-5 Years Experience	212.8	31.0%	97,667.0	26.3%
6-10 Years Experience	150.7	21.9%	76,209.5	20.5%
11-20 Years Experience	206.6	30.1%	101,173.2	27.2%

The chart below shows the number of teachers by program.

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	113.1	16.5%	22,050.2	5.9%
Career and Technical Education	37.0	5.4%	19,907.7	5.4%
Compensatory Education	26.0	3.8%	11,928.5	3.2%
Gifted and Talented Education	4.1	0.6%	6,181.8	1.7%
Regular Education	412.8	60.1%	262,398.5	70.6%
Special Education	79.1	11.5%	36,110.2	9.7%
Other	15.0	2.2%	13,069.7	3.5%

Clint ISD also has increased the number of Teacher Incentive Allotment (TIA) staff. The chart shows the first cohort of teachers and the compensation they received on average.

	------ District -----		------- State -------	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment:				
Recognized	5	$6,019	5,474	$5,974
Exemplary	7	$11,606	4,862	$11,898
Master	11	$19,513	2,224	$21,920

Clint ISD has re-aligned the New Teacher Mentor Program to support teachers due to staff re-assignments. Campuses will ensure that new teachers are supported by campus curriculum, technology coaches as well as department chairs and lead teachers. Teacher Incentive Allotment designated teachers will also mentor new teachers. The following chart shows the program aspects:

New Teacher Mentor Program Targets

Solution	Audience	Benefits
Teacher Induction	New Teachers	Improved student achievement, increased new teacher effectiveness and retention, reduced district recruiting costs, and expanded teacher leadership opportunities.
Instructional Coaching	All Teachers	Improved student achievement, elevated instructional practice, increased educator effectiveness, and expanded teacher leadership opportunities.

Solution	Audience	Benefits
Early Learning	Early Childhood and Elementary Instructional Leaders	Improved program quality, deepened understanding of teaching and learning best practices to support young learners, and alignment across early childhood and elementary practice.
School Leadership	School Leaders, District Leaders, Teacher Leaders	Improved student learning, improved teacher effectiveness, and expanded teacher leadership opportunities. Networked leaders aligned to common district instructional vision.

The MTS Program continues to show a high retention of teachers year after year. There is an increased number of retirements from teachers who probably would have taught longer but have retired earlier.

Support Programs

The district re-alignment campus programs due to staff re-assignments. SEL programs will be conducted with the counseling teams at all campuses. Students supports are still offered at all campuses which include: intervention, intersession programs, mentoring, SEL supports, counseling supports and options to be college and career ready.

English Learner Needs

Bilingual and ESL Students are not showing to exit the program. The data shows that students remain in the program at high numbers due to the lack of improvement or meeting exit criteria.

The District will continue the process of training staff to implement the Dual Language program for all elementary grade levels. Professional development and implementation processes will be put in place to address the need to align the program. All elementary bilingual teachers will be trained in the Dual Language program throughout the school year to further align the program.

I-LEARN and Other Technology Initiatives

Clint ISD has installed various robust computer/audio visual/sound systems in all classrooms and continues to upgrade, replace and change innovative instructional technology tools as needed each year. The learning model requires us to develop the capacity of our teachers so that they can improve their instructional practices and student achievement. The ILEARN equipment and software will also us to record teacher's lessons and use coaching tools to support effective instructional feedback The district will purchase this software to enable teachers to record their lessons and having coaching points for those recorded lessons. Clint ISD will purchase and use various instructional software to provide

innovative methods to build the instructional capacity of our teachers and provide multiple instructional opportunities for students to receive an equitable, high-quality education in order to close achievement gaps.

District Robotics

The district robotics program is a supplemental program that provides students the ability to enhance their academic understanding of STEM concepts through the engineering design process, computational thinking and innovation. The district has re-aligned the program from PK-12th grade with support from and a partnership with the Robotics Education and Competition Foundation. The program uses approved robotics equipment from VEX Robotics. PK - 2nd Grade students use VEX 123 robots, students in grades 3-4 use VEX GO, 5-8 VEX IQ, and 9-12 VEX VRC. Data gathered shows an increase in the number of students interested and participating. Research connected with these programs shows improved student application of STEM concepts and better performance on state and local assessments from participants.

Aerial Drones Programs

The Drone Program aims to enhance students' academic understanding of STEM concepts through hands-on learning, focusing on aerodynamics, control systems, and real-world applications of drone technology. The program is designed to integrate into the existing curriculum from 6th-12th grade, offering age-appropriate learning experiences. The Drone Program aims not just to teach students about drone technology, but also to inspire them to explore new horizons in STEM fields, fostering a generation of innovators and problem-solvers.

District E-Sports Program

The district E-Sports program is designed as a supplemental program to enhance students' cognitive and strategic thinking skills, digital literacy, teamwork, and communication abilities. It aims to align with educational goals and provide a platform for students to apply and understand various academic concepts through interactive gaming and strategic planning. E-Sports is envisioned to be a dynamic, educational, and engaging platform that not only aligns with but enhances the academic k-12 curriculum, fostering a variety of essential skills in students that are pertinent in the modern digital era.

District Processes & Programs Strengths

Instructional Program

Clint ISD uses an aligned curriculum in all content areas and access to the standards in the TEKS Resource System (TRS), district created pacing guides, and new science scope/sequence. TRS is a partnership of many regional service centers, districts, and teachers to take the Texas State Curriculum, the TEKS, and enhance the objectives with lessons, a teaching flow, vocabulary, and assessments. To ensure that the TEKS are implemented on grade level. Clint ISD has implemented the High Quality Instructional Materials (HQIM) from the state in the four content areas. The curriculum that is used is on grade level and uniform across the District. Coupled with a well aligned curriculum the use of assessments to determine if that curriculum is being taught and the level of student learning. The bench-marking program consists of two main initiatives – a well planned curriculum and assessments which check the mastery of that curriculum. The TRS curriculum is a breakdown of every TEK that must be taught for every subject at every grade; the benchmarks are the assessments that evaluate the student

achievement in the content. The two act as a guide for teachers to reteach content that students did not master. TRS allows teachers to follow the content that needs to be taught and the benchmark allows the teacher to see where students need assistance. Considerable resources are utilized to review the scope and sequence. Ensuring that the curriculum in Clint ISD is aligned with TEA accountability and college and career readiness is also important and a strength. Continuing to offer college readiness programs is vital to student success especially based on our high At-Risk population. This district will also move to a 4-9 Common Assessment program in which we will have formative assessments for students at these intervals. Clint ISD will also utilize the MAP program through NWEA to identify student skills and content levels for teacher instructional supports.

District Committees and Operations

The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2024-2025 is the inclusion of the Instructional Leadership Team which meets monthly with all Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR. The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and advise the Superintendent. This committee also approves all requests for waivers and reviews the bond projects. The Superintendent's Cabinet has regularly scheduled meetings in which the District's leadership develops and implements the District's strategic plan both instructionally and operationally. The Superintendent's Parental Advisory Committee or Super PAC advises the district on concerns/issues they may have. This committee also receives information about district programs and events. Coupled with the Super PAC is the Super SAC, of Superintendent's Student Advisory Committee. This committee also advises the superintendent from a students' point of view. An integral part of the District's operations is the use of technology, automation, and online tools. The Stakeholders have ways of reporting issues, gathering information, and corresponding with district staff.

District of Innovation

Clint ISD will start its seventh year as a District of Innovation., the District appointed a District Advisory Committee to create a plan under the District of Innovation guidelines. The District Advisory Committee updated the District of Innovation Plan to ensure the District can meet its vision and goals in addition to the areas on the state’s accountability standards, enhance opportunities for students, and create additional supports for them as well. The plan that follows was developed to support innovation and initiatives that benefit students, staff, parents, and the broader community. The following exemptions were sought to assist the District and the organization with meeting our vision and goal.

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

The committee approved to unanimously adopt the District of Innovation plan renewal. The mentor program ensures that all first and second

year teachers are supported with a mentor.

Strong Foundations Program

The Strong Foundations Grant Program (Texas Education Code, 29.0881) was established through House Bill 4545, 87th Texas Legislature, 2021, and offers K–5 Math & Literacy comprehensive Tier 1 instructional supports, including curriculum, instructional leadership, and planning supports.

Through the **Strong Foundations Planning** grant, local education agencies receive support to develop a strong instructional framework in math or literacy, provides optional adoption supports in selecting new HQIM, if LEA's choose to make a materials switch, and training to support creating systems to effectively manage instruction at the district level. Clint ISD requested support for developing a literacy framework that identifies the vision for teaching literacy with the HQIM and the necessary components to ensure that our teaching is effective and we have evidence of improved student literacy. Clint ISD is now working with our providers to develop the Strong Foundations Math Grant. This grant will assist us with building a district wide framework for Math.

Early Education

TEA has provided every district with an Early Education allotment to support the teaching and learning of early reading and math in grades PK-3 in an effort to ensure students have a solid foundation in reading and math prior to reaching 4th grade. The following will be implemented to support these goals:

- Reading Academies for all teachers (PK-3) and Elementary Principals.
- Math Academies for all teachers (PK-3)
- Implementation of a state approved comprehensive phonics program.
- Full Day Pre-K
- Resources for Digital Learning
- Progress Monitoring/Goal Setting

Stronger Connections Counseling Grant

Clint ISD was awarded the Stronger Connections Counseling Grant in the Spring of 2024. The Texas Stronger Connections grants will provide funding to Clint to develop, implement and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community (SEC. 4108 [20 U.S.C. 7118]). Funded activities and practices will prioritize safety, create a sense of belonging, implement trauma-responsive approaches and teach positive behaviors in order to provide safe and supportive learning environments that improve academic achievement and the well-being of students. Staff will be hired and supports provided to all campuses and students to meet the grant requirements.

Dual Language Program and Emergent Bilingual Program

Clint ISD began implementing the Dual Language program in 2020-2021. This program will allow students to be instructed in English and Spanish at the same time. The students will have instruction from two teachers. One will provide instruction in English and the other instruction in Spanish. The resources, training and monitoring will be implemented throughout the summer and during the entire school year. The District has implemented Summit K-12 at all levels to support EB students. Summit K12 allows teachers to differentiate instruction easily, enabling all learners to work at their own pace and meet learning standards, regardless of their skill level or learning style. The software program also assesses the students and provides interventions tailored to each student. The district has also created an parental involvement plan to ensure that EB students are provided supports and resources.

Student Support and Academic Enrichment - Robotics

Clint ISD will continue implementation of a district-wide PK-12 robotics program. Robotics is an interdisciplinary branch of engineering and science that includes mechanical engineering, electronic engineering, information engineering, computer science, and others. Robotics deals with the design, construction, operation, and use of robots, as well as computer systems for their control, sensory feedback, and information processing. An integral part of the robotics program is the computer programming activities in which students must write programs for their robots to perform specified tasks, introducing them and further developing their skills in computer science. In a school setting, students that participate in robotics learn the engineering design process and use problem solving, reading, math, technology, and other subjects to create and program robots. Not only do students complete a project, they compete and travel to develop their problem-solving skills. Participation in competitive robotics not only fosters further development of STEM education, but also encourages important life skills like teamwork, communication, and project-based learning. Travel to events provides students with an opportunity to see other schools, learn other design techniques, and interact with different student groups. Competition provides students with an avenue to work collaboratively to solve real time problems in diverse settings. In addition to engineering skills, students gain additional college and career readiness skills such as, perseverance, collaboration, project resource management, presentation skills, good sportsmanship, and critical thinking. Each year the district consistently advances teams to state and world competitions.

Student Support and Academic Enrichment

Clint ISD provides supplemental professional development in the areas of Health & Wellness, Safety & Security, as well as Digital Literacy various instructional staff this year. In order to support the Intent and Purpose of ESSA funding, Title IV, Part A, Subpart 1, the District will continue to build the capacity of staff to improve school conditions for student learning including ways to integrate social and emotional health supports, nutrition and physical wellness and safety practices into school or athletic programs. Clint ISD will empower instructional staff with strategies and resources to integrate technology to improve academic outcomes and digital literacy of students by providing professional development opportunities.

Safety and Support

Clint ISD has a comprehensive safety and support plan focused on creating a secure learning environment for students and staff. Clint ISD

provides armed security personnel at all campuses. To ensure the safety of the schools and staff, Clint ISD has implemented safety vestibules at school entrances, allowing staff to monitor and control visitor access before entering the main building. Security cameras are also installed in all schools. The district also

provides clear emergency protocols, notification guides, and procedures for various situations, including lock-downs and active shooter events. Each campus has a Threat Assessment Team to identify and assess at-risk students who might pose a public safety concern and provide appropriate interventions to support their well-being. Clint ISD conducts regular training for staff on safety protocols and procedures, aligning with updated requirements.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The need for uniformed security personnel continues to be a focus at our campuses. The state now requires all campuses to have an armed officer.
Root Cause: The potential attack from outside individuals remains a threat.

Problem Statement 2: The need for extra support of new staff requires to continue to provide interventionists at all campuses.
Root Cause: Intervention plans will be put in place to strengthen content knowledge of students.

Problem Statement 3: The New Teacher Mentors requires training on program requirements.
Root Cause: Staff have been hired/added who have not been trained.

Problem Statement 4: Data shows that EB students are exiting the program, but not at rate that lowers them from being at risk.
Root Cause: Dual Language program is still being aligned Bilingual/ESL Program.

Problem Statement 5: Students have learning gaps identified from STAAR exams and district assessments
Root Cause: Many students in remote learning developed gaps in instructional content

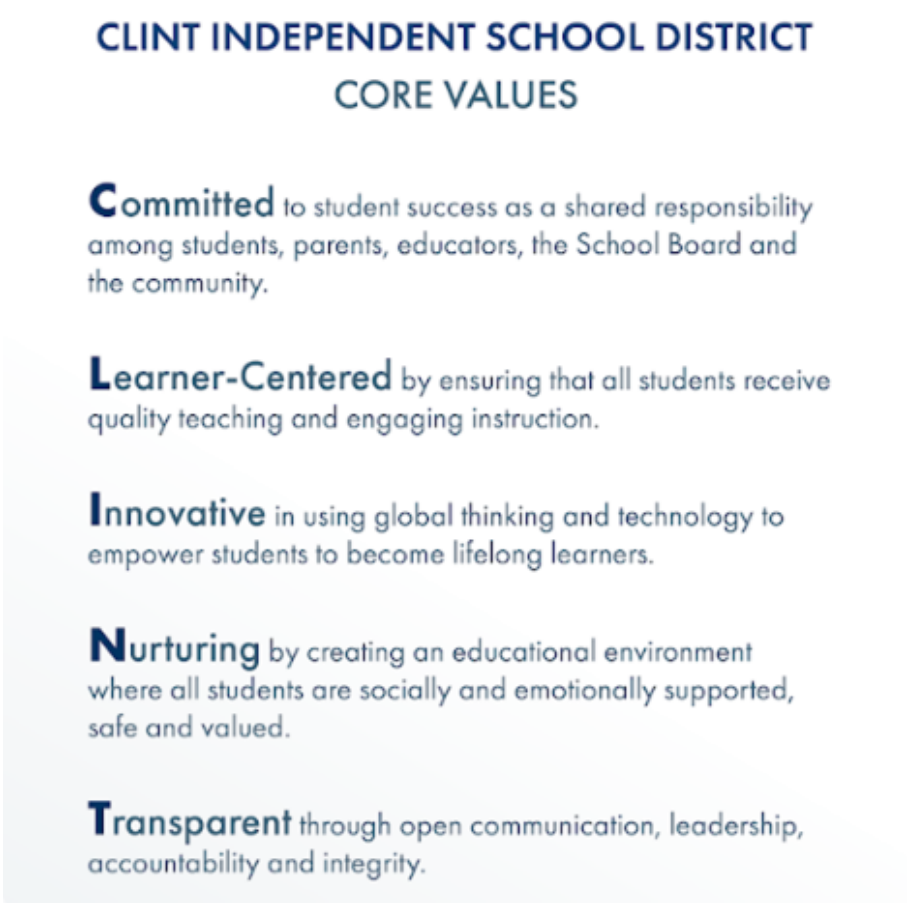
Problem Statement 6 (Prioritized): TEA has set expectations for all school districts to set clear early learning goals for students in grades PK-3 in the areas of Math and Reading.
Root Cause: Not all students entering 4th grade are on grade level in the areas of Reading and Math.

Problem Statement 7 (Prioritized): Students must show progress annually to be successful. Accelerated instruction must be provided.
Root Cause: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

Perceptions

Perceptions Summary

Clint ISD has adopted and embraced the Core Leadership Values.



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

District Committees and Operations

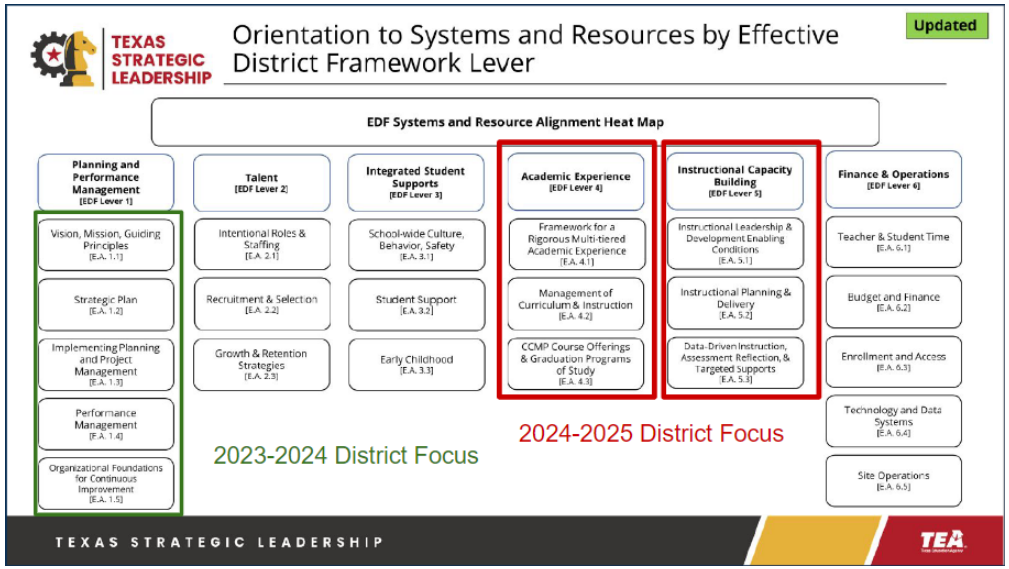
The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2023-2024 is the inclusion of the Instructional Leadership Team which meets regularly with all to improve instruction in partnership with

Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR.

The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and advise the Superintendent. This committee also approves all requests for waivers and reviews the bond projects. The Superintendent's Cabinet has regularly scheduled meetings in which the District's leadership develops and implements the District's strategic plan both instructionally and operationally. The Superintendent's Parental Advisory Committee or Super PAC advises the district on concerns/issues they may have. This committee also receives information about district programs and events. Coupled with the Super PAC is the Super SAC, of Superintendent's Student Advisory Committee. This committee also advises the superintendent from a students' point of view. An integral part of the District's operations is the use of technology, automation, and online tools. The Stakeholders have ways of reporting issues, gathering information, and corresponding with district staff.

TSL - Texas School Leadership

Clint ISD participated in the Texas School Leadership (TSL) program which implemented the Effective District Framework. During the Spring of 2024, the district team created our three year strategic plan which implemented the following levers as adopted through the TSL program. The District's implementation of the six Levers was focused on the following areas:



The District's Strategic Plan develops school leadership practices, and how each task in classroom practices enhance the student learning experience. Clint ISD will continue to focus on Lever 4 and 5 to ensure that all students are receiving on grade level, rigorous instruction. Science is now included in the HQIM process with the new Science TEKS and the new science curriculum.

Attendance Rate

Clint ISD's Attendance Rate was 93.97% 2024-2025. The targets will be closely monitored in 202-2026 to ensure we strive for 96% attendance.

A. Total Days Present = C+D	Sum	Percent
Ethnicity		
Hispanic-Latino	1,611,534	91.40%
Race		
American Native - Alaskan Native	2,956	0.17%
Asian	955	0.05%
Black - African American	6,711	0.38%
Native Hawaiian - Pacific Islander	681	0.04%
White	29,214	1.66%
Two or More	4,845	0.27%
Total	1,656,894	93.97%

Perceptions Strengths

Clint ISD Supports and Service

Students in Clint ISD have a smaller teacher to student ratio than our ReThink Education curriculum to assist our students with having social emotional learning (SEL) supports. Counselors will be provided to each campus to support students social and emotional needs and a dedicated curriculum has been purchased to supplement the SEL modules.

The District has a customer service protocol in which all stakeholders are treated with respect and diligence. The District has had a dedicated support staff member to work with parent's who have concerns. Concerns are addressed immediately and the administration monitors all concerns. Furthermore, the District's leadership from Superintendent to Cabinet, meet with parents on a regular basis to support their needs. Parents have online access to student attendance, data and grades at all times.

Clint ISD has average class-load in alignment the state averages which the chart indicates.

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	19.3	18.4
Grade 1	20.6	18.8
Grade 2	20.2	19.1
Grade 3	20.5	19.4
Grade 4	24.4	19.4
Grade 5	21.9	20.9
Grade 6	16.8	19.2
Secondary		
English/Language Arts	16.6	16.3
Foreign Languages	18.7	18.8
Mathematics	17.3	17.5
Science	18.1	18.5
Social Studies	18.0	18.8

Accelerated Learning

During the 2025-2026 school year, all students will be learning in the school learning environment and campuses will provide supports through the Accelerated Learning program. Elementary and Middle school students who did not pass or take the STAAR exam must also have targeted interventions for all STAAR exams that they did not score at least Approached Grade Level or higher on the Spring 2025 STAAR administrations. High school students who did not meet the standards EOC exams or did not score Approaches Grade Level on the Spring 2025 STAAR exams will also be part of the targeted group. Middle School Algebra I students who did not score Approaches Grade Level will be included in this program as well. High School students who took the STAAR EOC in June 2025 and scored Approached Grade Level or higher will no longer be included in the targeted group for any EOC exams that they passed. Any EOC exam that a student did not have at least Approaches Grade Level will be required to completed accelerated instruction.

Effective Schools District Framework

The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The framework, based on years of educational research of best practices, identifies 5 levers essential for successful school outcomes. Clint ISD will implement the following Levers for 2025-2026.

1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

1.2 Compelling and aligned vision, mission, goals, values, focused on a safe environment, high expectations, and rigorous instruction.

3.2 Explicit behavioral expectations and management systems for students and staff

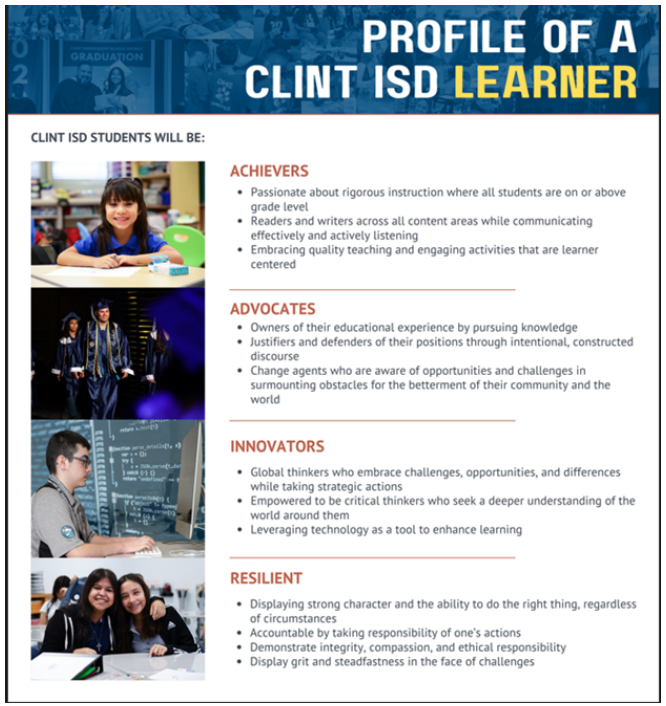
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

5.1 Effective classroom routines and instructional strategies

5.3 Data-driven instruction

Effective Schools District Framework

During 2025, Clint ISD will continue with the Profile of a Clint ISD Learner to assist our teachers with providing skills to our students.



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance for 2024-2025 was 94.0% which was below the 96% target.
Root Cause: Students attendance rates need to continue to improve.

Problem Statement 2 (Prioritized): Student passing rates on the STAAR Exam are not above the state rates in all tested areas and at all campuses.
Root Cause: The use of high quality instructional materials is not uniform across the district.

Problem Statement 3 (Prioritized): Teacher utilization of HQIM and lesson internalization is not at 100%.
Root Cause: Vertical alignment of a lesson cycle in the classrooms across the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

Problem Statement 4: Data shows that EB students are exiting the program, but not at rate that lowers them from being at risk.
Root Cause: Dual Language program is still being aligned Bilingual/ESL Program.

Priority Problem Statements

Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided.
Root Cause 1: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.
Problem Statement 1 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 2: Special Education students, have progressed, but are still scoring below the other sub-populations.
Root Cause 2: Special education students have large gaps that continue to need to be addressed.
Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: The need for uniformed security personnel continues to be a focus at our campuses. The state now requires all campuses to have an armed officer.
Root Cause 3: The potential attack from outside individuals remains a threat.
Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Attendance for 2024-2025 was 94.0% which was below the 96% target.
Root Cause 4: Students attendance rates need to continue to improve.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: CTE Programs need to continue to expand to align with the community job needs.
Root Cause 5: Community needs have changed
Problem Statement 5 Areas: Student Learning

Problem Statement 6: TEA has set expectations for all school districts to set clear early learning goals for students in grades PK-3 in the areas of Math and Reading.
Root Cause 6: Not all students entering 4th grade are on grade level in the areas of Reading and Math.
Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Student passing rates on the STAAR Exam are not above the state rates in all tested areas and at all campuses.
Root Cause 7: The use of high quality instructional materials is not uniform across the district.
Problem Statement 7 Areas: Student Learning - Perceptions

Problem Statement 8: At Risk Students at 64% of the total population.
Root Cause 8: Students in special populations passing rates on the STAAR do not match their peers. Other factors cause At-Risk numbers to remain high.

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 9: Special Education Numbers increased requiring more programs and staff.

Root Cause 9: Student needs have increased.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 10: Teacher utilization of HQIM and lesson internalization is not at 100%.

Root Cause 10: Vertical alignment of a lesson cycle in the classrooms across the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

Problem Statement 10 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

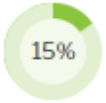
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results

Goals

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

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase to 88% by June 2030.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: K-3rd grade teachers, special education teachers, campus curriculum coaches, librarians, and administrators will participate in the 11-month Texas Reading Academies Course for those who are not certified. **Strategy's Expected Result/Impact:** Increase student performance in reading as measured by mCLASS Amplify. **Staff Responsible for Monitoring:** District cohort leaders, campus administrators **Problem Statements:** District Processes & Programs 6	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: All K-3rd grade teachers will implement the adopted phonics scope and sequence to ensure consistency with implementation of a systemic and explicit phonics program. **Strategy's Expected Result/Impact:** Increase student performance in the area of phonics and reading improvement as measured by mCLASS Amplify. **Staff Responsible for Monitoring:** Campus administrators, campus curriculum coaches **Problem Statements:** District Processes & Programs 6	 Accomplished	 Accomplished	 Accomplished	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Utilize iReady instructional strategies for interventions in order to focus on the specific needs of students at all proficiency levels. **Strategy's Expected Result/Impact:** Improved student performance in reading as measured by iReady **Staff Responsible for Monitoring:** Campus administrators, Interventionists, campus curriculum coaches.	 Accomplished	 Accomplished	 Accomplished	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 6: TEA has set expectations for all school districts to set clear early learning goals for students in grades PK-3 in the areas of Math and Reading. **Root Cause**: Not all students entering 4th grade are on grade level in the areas of Reading and Math.

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

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 88% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR Reports, MAP Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Campuses will implement small group instruction into their daily schedule in order to provide targeted support to students within the school day. **Strategy's Expected Result/Impact:** Increase student performance in math as indicated on Math Screeners data. **Staff Responsible for Monitoring:** Campus administrators, campus curriculum coaches, Interventionist **Problem Statements:** Demographics 6 - Student Learning 1 - District Processes & Programs 7	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 6: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.
Student Learning
Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.
District Processes & Programs
Problem Statement 7: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

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

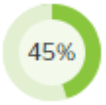
Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will remain over 95% annually.

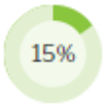
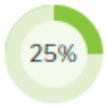
HB3 Goal

Evaluation Data Sources: CCMR Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Audit all high school students to ensure they have an opportunity to have a career or college readiness activity prior to graduation and will improve annually based on the Board approved goal for the District and each campus. **Strategy's Expected Result/Impact:** Increase in CCMR as reflected on TEA report, Skyward Audit System **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Enroll students in college prep English and Math Courses to ensure they are college ready. **Strategy's Expected Result/Impact:** Master Schedule review, College Prep passing report **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Increase the number of students who are taking and meeting the passing standards on the TSI. **Strategy's Expected Result/Impact:** TSI passing increase , CCMR increase **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director	 Some Progress	 Some Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Create opportunities for CTE students to obtain licenses and certifications **Strategy's Expected Result/Impact:** Report, Annual increase in certifications **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director, CTE Coordinator	 Some Progress	 Some Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Ensure students are provided information about careers in the military through counseling events at the campuses and provide students with the opportunity to take the ASVB. **Strategy's Expected Result/Impact:** CCMR Rate Increase **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director	 No Progress	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 25% to 60% by August 2027.

HB3 Goal

Evaluation Data Sources: CCMR Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Provide students the opportunity to take higher level courses for college credit through various programs which include, dual credit, OnRamps, and AP credits. **Strategy's Expected Result/Impact:** CCMR Report increase **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director **Funding Sources:** DUAL CREDIT ONLINE COURSES- - 199 GENERAL FUND - $59,000	30% Some Progress	50% Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Create opportunities for students to earn an associates degree with El Paso Community College through district-wide PTECH programs offered at Clint High School, Horizon High School, Mountain View High School, and the Clint ISD Early College Academy. **Strategy's Expected Result/Impact:** CCMR increase **Staff Responsible for Monitoring:** Campus Administration, Counselors, Advanced Academics Director, Counseling Director, CTE Coordinator	60% Moderate Progress	100% Accomplished	100% Accomplished	

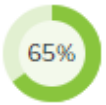
No Progress Accomplished Continue/Modify Discontinue

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

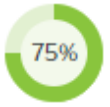
Performance Objective 5: The District will provide students opportunities to be college and career ready throughout the 2025-2026 school year.

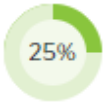
Evaluation Data Sources: Student enrollment and completion will increase in AP, DC, CTE courses as evidence on the State Accountability reports for Domain I - College, Career Military Readiness

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will ensure campuses provide test preparation and opportunities for students to take college entrance exams (SAT/TSI). **Strategy's Expected Result/Impact:** STAAR Scores, TSI Exams, ACT/SAT, **Staff Responsible for Monitoring:** Curriculum and Instruction staff **Funding Sources:** Contracted Services for SAT - 199 GENERAL FUND - $100,000	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Provide Dual Credit, Dual Enrollment and AP resources (textbooks and tuition) for students to be successful. **Strategy's Expected Result/Impact:** Purchase Orders, Dual Credit Rosters IMA Forms **Staff Responsible for Monitoring:** Secondary Instruction, Campus Administration **Funding Sources:** Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6393.31 - $70,000, Tuition Costs - 199 GENERAL FUND - 199.11.6221.0.30 - $150,000	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will monitor that high schools offer dual credit/dual enrollment courses through El Paso Community College and/or UT Austin OnRamps. **Strategy's Expected Result/Impact:** Master schedules, Skyward **Staff Responsible for Monitoring:** Campuses and Instructional Services **Funding Sources:** Tuition - 199 GENERAL FUND - 199.11.6223 - $100,000, Professional Development/ Conferences - 211 ESEA, TI A IMP - 211.13.6411, TEXT BOOKS- DUAL CREDIT - 199 GENERAL FUND - 199E116321 - $140,000	 Moderate Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: The District will ensure secondary campuses offer Middle School Honors Courses and Advanced Academic courses and ensure that 5th grade students are identified for middle school courses. **Strategy's Expected Result/Impact:** Master schedules, Skyward **Staff Responsible for Monitoring:** Campuses and Instructional Services	 Moderate Progress	 Considerable		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The District will monitor that all high schools inform parents and students of higher education and financial aid opportunities and require all seniors to complete the FAFSA. **Strategy's Expected Result/Impact:** Sign in sheets Student scholarship summary FAFSA Reports **Staff Responsible for Monitoring:** Advanced Academics Coordinator, College Readiness Facilitators	 Some Progress	 Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: The counselors and/or college readiness facilitators will educate students on how to investigate a college of their choice. They will also assist with: college admissions financial aid opportunities Texas grant program opportunities counseling services to enroll in the appropriate high school courses **Strategy's Expected Result/Impact:** Completed college applications Student sign in sheets Student scholarship summary College fair sign-in sheets **Staff Responsible for Monitoring:** Campus Administration College Readiness Facilitators, Counselors, Advanced Academics Coordinator	 Some Progress	 Moderate Progress		

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: The District will support middle school campuses in promoting enrollment at the Clint Early College Academy and PTECH programs at all comprehensive high schools as per the TEA BluePrint. **Strategy's Expected Result/Impact:** CECA and PTECH enrollment, Associate's Degree Attainment **Staff Responsible for Monitoring:** Campus Administration	100% Accomplished	100% Accomplished	100% Accomplished	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: The District will promote opportunities for teachers to be trained for Middle School Honors courses, AP and Pre-AP courses. **Strategy's Expected Result/Impact:** Certificates of Completion **Staff Responsible for Monitoring:** Campus Administration Instructional Services **Funding Sources:** Tuition for AP Institute - 199 GENERAL FUND - 199.13.6221 - $20,000	50% Moderate Progress	60% Moderate Progress		

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: The District will ensure high school campuses will offer college prep classes in ELA and Math. **Strategy's Expected Result/Impact:** Decrease in number of students taking post-secondary remedial courses **Staff Responsible for Monitoring:** Campus Administration Instructional Services **Funding Sources:** Textbooks for college prep classes - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6391 - $10,000	50% Moderate Progress	80% Considerable		

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: The District will ensure middle school campuses review career options & CTE programs with students for the purpose of placement into the selected CTE pathway. **Strategy's Expected Result/Impact:** CTE Career Path Survey Results **Staff Responsible for Monitoring:** Campus Administration Counselors Instructional Services	50% Moderate Progress	70% Moderate Progress		

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: The District will encourage and support high school campuses to provide options for students in need of graduation and accelerated instruction through credit attainment. **Strategy's Expected Result/Impact:** Credit Recovery report (Annual) **Staff Responsible for Monitoring:** Campus Administration Instructional Services **Problem Statements:** Demographics 6 - Student Learning 1 - District Processes & Programs 7 **Funding Sources:** Credit Recovery Software - 211 ESEA, TI A IMP - 211.11.6247 - $300,000, Extra Duty Pay - 211 ESEA, TI A IMP - 211.11.6100, Extra Duty Pay - 199 GENERAL FUND - 199.11.6100	65% Moderate Progress	75% Considerable		

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 12: The District will provide CTE programs of study to all Clint ISD students who request them regardless of campus. New programs will be added which are aligned to job skills and job openings in the region. **Strategy's Expected Result/Impact:** CTE programs and career readiness skills, CTE certifications, CTE internships **Staff Responsible for Monitoring:** CTE Coordinator, Campus Administration, Counselors **Funding Sources:** CTE Resources - 244 VOC ED BASIC GRANT - 244.11.6399 - $3,500, CTE Resources - 199 GENERAL FUND - 199.11.6399 - $40,000	55% Moderate Progress	75% Considerable		

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 13: The District will promote CTE programs, certifications that can be obtained, and best industry practices for students in CTE programs. **Strategy's Expected Result/Impact:** CTAT membership(s) **Staff Responsible for Monitoring:** Campus Administration Instructional Services **Funding Sources:** Instructional Resources - 199 GENERAL FUND - 199.11.6495	35% Some Progress	50% Moderate Progress		

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 14: All high schools will inform parents and students of higher education and financial opportunities and the TEXAS & Teach for Texas grant programs. **Strategy's Expected Result/Impact:** Student sign in sheets Student scholarship summary **Staff Responsible for Monitoring:** Campus Administration, Advanced Academics Coordinator, College Readiness Facilitators	15% Some Progress	35% Some Progress		

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 15: The Special Education Department will support career readiness for middle school and high school students receiving services through district-wide Career Day activities. Travel and Subsistence is provided by the Special Education Department. **Strategy's Expected Result/Impact:** Increased interest in career readiness will impact academic success in preparation for life after high school graduation. **Staff Responsible for Monitoring:** Transition Team , Special Education Teachers, SPED Director, Assistant SPED Director **Funding Sources:** Instructional Resources and Equipment - 199 GENERAL FUND	0% No Progress	80% Considerable		

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 16: The District Transition Team will provide students in special education the opportunity to learn skills utilized after leaving the public school program. Students and teachers will be provided with supplies and instructional materials needed to participate in the program. **Strategy's Expected Result/Impact:** Monitor Community Based Instruction Activities 18+ Program **Staff Responsible for Monitoring:** Transition Specialist, SPED Teachers, SPED Director and Assistant SPED Director **Funding Sources:** Instructional Resources - 199 GENERAL FUND - $5,000	55% Moderate Progress	80% Considerable		

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 17: The District will provide an Educate and Teach program of study to all Clint ISD students who request them regardless of campus. This program will support the Grow Your Own (GYO) initiative at the high school level. **Strategy's Expected Result/Impact:** District Wide Recruitment E & T assessments **Staff Responsible for Monitoring:** Career and Technology Coordinator; Department of Accelerated Learning	30% Some Progress	40% Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 6: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.
Student Learning
Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.
District Processes & Programs
Problem Statement 7: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

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

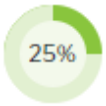
Performance Objective 6: The District will utilize the Texas Strategic Leadership (TSL) Framework and Effective Instructional Levers to improve student performance. Levers 1.1, 1.2, 1.3, 3.1,3.2, 4.1 5.1 5.2 5.3 5.4

Evaluation Data Sources: All district level student performance targets will improve by 10% for all tested levels. Targets for improvement are 3rd Grade Math and Reading, 6th Grade Math and Reading, and English I and II.

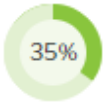
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will provide ongoing training the EDF Levers to focus on 4.1 HQIM, 5.1 Routines Instructional and Strategies, and 5.3 Data Driven Instruction. **Strategy's Expected Result/Impact:** Formative: Benchmarks, math and reading assessments, Summative : STAAR, TELPAS, RDA **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration **Results Driven Accountability** **Funding Sources:** - 211 ESEA, TI A IMP, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT, - 199 GENERAL FUND	30% Some Progress	50% Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will adopt and/or purchase High Quality Instructional Materials that aligns to the curriculum and supports district initiatives in Math, Science, Social Studies, Writing, ELAR, PBL, GT, and Dyslexia and supports all students. The district will purchase language program booklets for campuses in need to support students with dyslexia. **Strategy's Expected Result/Impact:** Meeting agendas, sign-in sheets, purchase orders, instructional material allotment (IMA) artifacts, new adoption artifacts, Amplify mClass for Reading universal screener, Dyslexia Reading screener, TCM Digital Texts Passages, FPC Literacy Kits, library inventories, activity reporting forms, Family Nights, Science adoption to teach TEKS, Robotics competition, Science Fair competition, student participation and involvement, New Teacher Center supplies. **Staff Responsible for Monitoring:** Curriculum and Instruction Staff, Campus Administration, Tech/Curriculum Coaches, Instructional Tech Coordinators, Teachers **Results Driven Accountability** **Problem Statements:** Student Learning 3 - Perceptions 3 **Funding Sources:** Instructional Resources and Software - 211 ESEA, TI A IMP - $86,929, Instructional Resources and Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6321 - $100,000, Teacher and Principal Resources - 255 ESEA, TIIA,TPTR - 255.13. - $5,000, Instructional Resources and Software - 199 GENERAL FUND - 199.11.6321 - $157,449, Instructional Resources - 281 TITLE IV, PART A SSAEP - 281.11.6399 - $35,000, SOFTWARE - 211 ESEA, TI A IMP - $23,958, INSTRUCTIONAL MATERIALS AND SUPPLIES - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - $50,000, SOFTWARE - - 199 GENERAL FUND - 199 - $9,350, SOFTWARE- - 255 ESEA, TIIA,TPTR - $35,000, SOFTWARE - 410 STATE INSTRUCTIONAL MATERIALS - IMA - $7,655, ELL Resources - 263 ESEA, TIII LEP - 263.11.6399 - $25,000, EB RESOURCES - 263 ESEA, TIII LEP - 263.11.6329 - $25,000, IMA TECHNOLOGY APPLICATIONS - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6247 - $11,000, TECHNOLOGY EQUIPMENT FOR STAFF - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - $80,000, SOFTWARE - 443 INTERACTIVE ONLINE LEARNING GRANT - NEWSELA - $17,100	100% Accomplished	100% Accomplished	100% Accomplished	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will implement the Online Interactive Learning grant to support Social Studies in 7th, 8th, and US History with an online interactive curriculum. **Strategy's Expected Result/Impact:** Formative: Benchmarks, math and reading assessments, Summative : STAAR, RDA **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration, Coordinators, Campus Tech/Curriculum Coaches **Funding Sources:** Contracted Services - 443 INTERACTIVE ONLINE LEARNING GRANT - $35,000, Stipends for Teacher - 443 INTERACTIVE ONLINE LEARNING GRANT - $22,500	35% Some Progress	55% Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Provide support for at all campus to improve literacy and math scores by 10% in 3rd Grade math and Reading, 6th Grade Math and Reading, and English I and II. **Strategy's Expected Result/Impact:** Improved number on students on grade level at these target grades. **Staff Responsible for Monitoring:** Campus Admin, Instructional Cabinet, Instructional Coordinators. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 6 - Student Learning 1 - District Processes & Programs 7	 Some Progress	 Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The District and campus administration will ensure utilization of the TEKS Resource System (TRS), Eureka/Carnegie Scope & Sequence and approved Instructional Pacing guides for the four core content areas. **Strategy's Expected Result/Impact:** Curriculum based assessments, common assessments, STAAR and TELPAS results **Staff Responsible for Monitoring:** Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches **Results Driven Accountability** **Funding Sources:** - 211 ESEA, TI A IMP - $78,000	 Accomplished	 Accomplished	 Accomplished	

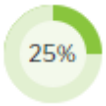
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: The District will implement the NWEA Map program to evaluate student skill and content knowledge in all core and other content subjects across all middle school grade levels; and for Biology, Algebra I, English I and English II. **Strategy's Expected Result/Impact:** Improved content knowledge and skill set **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration **Results Driven Accountability** **Funding Sources:** Online Evaluation Software - 211 ESEA, TI A IMP - $85,000	 Some Progress	 Moderate Progress		

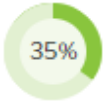
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: The District will support campuses with a common assessment process to develop assessments that will monitor instruction. Designated supports for special populations will be available via online tools. **Strategy's Expected Result/Impact:** CA development documents, Eduphoria-Aware, data dialogues **Staff Responsible for Monitoring:** Campus administration, Teachers, Curriculum and Instruction, Curriculum Coaches **Funding Sources:** Contracted Services - 211 ESEA, TI A IMP - $58,000	35% Some Progress	50% Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: Ensure that staff are trained and implement Research Based Instructional Strategies (RBIS) for math and language arts at all levels. **Strategy's Expected Result/Impact:** Improved student growth on early literacy and math assessments; improved student growth on NWEA MAP data for math and ELAR. **Staff Responsible for Monitoring:** Campus Admin, Instructional Cabinet, Instructional Coordinators. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - Perceptions 3	50% Moderate Progress	60% Moderate Progress		

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: The District instructional coordinators will monitor the use of pacing guides scope and sequence and PLC's to ensure rigor required for instruction in all content areas. **Strategy's Expected Result/Impact:** Training dates, sign-in sheets, classroom observations, agendas, artifacts: student work **Staff Responsible for Monitoring:** Curriculum and Instruction Staff **Funding Sources:** - 199 GENERAL FUND - $2,000	35% Some Progress	55% Moderate Progress		

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: The District will ensure campuses utilize data derived from common assessments and intervention programs to guide and improve teaching and learning. **Strategy's Expected Result/Impact:** Reading and Math assessment reports generated from software programs, benchmark data, and NWEA MAP **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration, Curriculum Coaches, New Teacher Mentors **Funding Sources:** Contracted Services - 211 ESEA, TI A IMP - $46,000, NWEA MAP - 211 ESEA, TI A IMP - 211.11.6247 - $100,000	35% Some Progress	50% Moderate Progress		

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: The District will provide a Intersession program which includes summer resources , accelerated instruction and supports. Content will be offered in the following: LitCamp (Reading Program), Math, Reading, End of Course Remediation and other identified core subject areas. **Strategy's Expected Result/Impact:** Student Progress Reports Attendance Sheets Employee Time-sheet Program Timeline/Schedule **Staff Responsible for Monitoring:** Federal Programs Director Elementary/Secondary Curriculum and Instruction Department Assistant Superintendents Chief Financial Officer Principals Curriculum Coaches **Results Driven Accountability** **Funding Sources:** Extra-duty pay for summer school during the summer months. - 211 ESEA, TI A IMP - 211.E11.6117.00.699.0.24, Supplemental supplies for summer school programs. - 211 ESEA, TI A IMP - 211.E11.6399.00.699.0.24	 Some Progress	 Moderate Progress		

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 12: The District will provide material and resources for fall, spring and summer intersession instruction programs. **Strategy's Expected Result/Impact:** Formative: Benchmarks, reading assessments, Early LITERACY data, Summative : STAAR, TELPAS, RDA **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration **Funding Sources:** Summer School Extra Duty Pay and Resources - 211 ESEA, TI A IMP, Intersession Extra Duty Pay and Resources - 211 ESEA, TI A IMP, Instructional Resources - 199 GENERAL FUND - $40,000	 Some Progress	 Moderate Progress		

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 13: The District will purchase instructional resources and materials, textbooks, instructional supplies and other supplemental resources to ensure that students and staff are aligned with district objectives and initiatives and meet all guidelines for HQIM - High Quality Instructional Materials. **Strategy's Expected Result/Impact:** Improved Formative: Benchmarks, progressing math and reading assessments, Summative performance outcomes will be indicated on STAAR, IDEL, TELPAS, RDA **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration; Department Directors; Federal programs department; Instructional Coordinators (Content, Mentor, Tech) **Results Driven Accountability** **Funding Sources:** Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6321 - $250,000, ELL Resources; Materials and instructional supplies - 199 GENERAL FUND - $400,000, ELL Resources - 263 ESEA, TIII LEP - 263.11.6399 - $60,000, Textbooks - 437 SPECIAL REVENUE TCLAS - $40,000, Reading Materials - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - $1,400, - 211 ESEA, TI A IMP - $250,000	50% Moderate Progress	75% Considerable		

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 14: The District will enhance student higher level thinking processes by providing a Robotics/Drones and CTE program provide via transportation, meals, supplies and materials, competition fees for the program, and technology resources to include laptops and the purchase of robots for Elementary and drones/aerial robotics for HS and MS. This equipment will support STEM education in Clint ISD. **Strategy's Expected Result/Impact:** Student competition results **Staff Responsible for Monitoring:** Curriculum and Instruction, Instructional Technology Coordinators, Career and Technology Education Coordinator, Campus Admin, Campus Tech Coaches **Funding Sources:** - 281 TITLE IV, PART A SSAEP - $85,308.02, CTE Transportation and Fees - 199 GENERAL FUND - $1,000, Science Fair Competition Fees - 199 GENERAL FUND - $10,000, MATERIALS AND SUPPLIES - 413 AP COMPUTER SCIENCE PRINCIPLES GRANT - $7,000, TRANSPORTATION - 406 AP COMPUTER SCIENCE GRANT - $500	30% Some Progress			

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 15: The District will provide funding for supplemental technology equipment, audio visual equipment, furniture, learning software, and consumable instructional materials and resources, for classrooms, students, teachers, and supplemental instructional environments such as Makerspace areas at campuses, as well as for district office personnel, which align with District initiatives. **Strategy's Expected Result/Impact:** Formative: Benchmarks, reading assessments, Math, Reading, and other core content software, Summative : STAAR, TELPAS, RDA, 21st Century, Family Engagement. **Staff Responsible for Monitoring:** Curriculum and Instruction & Campus Administration, Technology Services, Campus Librarian/Media Specialists **Funding Sources:** Technology Resources/Software - 211 ESEA, TI A IMP - $119,000, Technology Resources/ Software - 199 GENERAL FUND - $184,300, Activities to support effective use of technology. - 281 TITLE IV, PART A SSAEP - 281.E11.6395.00.802.0.24, Technology Resources/Software - 263 ESEA, TIII LEP - $82,000, Technology Resources - 272 MEDICAID ADMINISTRATIVE CLAIMING PROGRAM - $265,000, Technology Resources-Laptops - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - $15,000, TEKS RESOURCE SYSTEM - 211 ESEA, TI A IMP - 211E116247t6XXX230000 - $81,777, TECHNOLOGY EQUIP-LAPTOPS - 199 GENERAL FUND - $2,300, Activities to support effective use of technology - 281 TITLE IV, PART A SSAEP - General Supplies - $700, TECHNOLOGY EQUIPMENT-LAPTOP - 264 COMMUNITY SERVICE GRANT PROGRAM - 264.21.6383.00.805.1.24.D11 - $1,400, AUDIO VISUAL - 264 COMMUNITY SERVICE GRANT PROGRAM - 264.21.6390.00.805.1.24.D11 - $60, TECHNOLOGY RESOURCES/SOFTWARE - 437 SPECIAL REVENUE TCLAS - $30,000, TECHNOLOGY EQUIPMENT/SOFTWARE - 402 BLENDED LEARNING GRANT - $208,688, TECHNOLOGY EQUIPMENT - 255 ESEA, TIIA,TPTR - $5,000, - 211 ESEA, TI A IMP - $250,000, TECHNOLOGY EQUIPMENT - 253 TEACHER LEADERSHIP AND STRATEGIC STAFFING - $1,456	 Some Progress			

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 16: The District will provide universal Pre-Kindergarten instruction to students of Clint ISD in order to prepare children transitioning into Kindergarten. **Strategy's Expected Result/Impact:** Class rosters, attendance reports, early literacy/math data, student assessments **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administrators, Counselors, Early Childhood Coordinator **Funding Sources:** Staff Salaries - 199 GENERAL FUND	 Some Progress			

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 17: The district will provide 21st Century after-school programming via the After-school Centers on Education (ACE) program. Middle schools will focus on STEM, reading, writing, math, and other academic and enriching activities to help build background knowledge of including, but not limited to college and career readiness, service learning, physical fitness, health and wellness, and fine arts activities. Supplies and other equipment, to include audio and visual, laptops, I-Pads, and other technology resources will be purchased to facilitate programming at each of the centers. Drone and Robotic competition fees will also be provided for participating students. Field trip opportunities will also be provided for participating students. Field trip expenses such as fees, transportation, required meals, and other related costs will also be funded through this grant program. Administration travel, extra duty tutoring, training, and conferences. **Strategy's Expected Result/Impact:** Field trips and other engagement opportunities will be provided to students. Increased academic student growth. **Staff Responsible for Monitoring:** 21st Century Grant Coordinator, campus coordinators, administration **Funding Sources:** - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - $600,000, - 261 STRONGER OST GRANT - $178,000	30% Some Progress	55% Moderate Progress		

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 18: The District will provide vision services, which may include glasses for students who are not insured. It will also provide uniforms and supplies to eligible students in schoolwide campuses who are in need. **Strategy's Expected Result/Impact:** Increased classroom participation; Support of students needs; Removing of barrier to meet state standards **Staff Responsible for Monitoring:** Campus nurses; Title I Clerk; Director of Federal Programs; **Funding Sources:** Vision services for children in schoolwide campuses. - 211 ESEA, TI A IMP - 211 PIC 24 - $3,500	30% Some Progress	55% Moderate Progress		

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 19: The District will provide instructional resources, field trips, and other supports for students with auditory and visual impairments to allow access to instruction. The District will pay tuition and/or travel for students whose main mode of communicating in sign language to attend RDSPD in EPISD and attend the Texas School for the Blind and Visually Impaired School in Austin. **Strategy's Expected Result/Impact:** Students will continue to meet progress on their progress reports **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director, Instructional Services **Funding Sources:** Equipment - 199 GENERAL FUND - $65,000, - 211 ESEA, TI A IMP - $1,000	55% Moderate Progress	55% Moderate Progress		

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 20: The District will provide Pregnancy Related Services (PRS) to support students while receiving home-bound or in school services. **Strategy's Expected Result/Impact:** Sign In Sheets Appointment Calendar Consent Forms Phone and Contact Logs Student Progress Reports Other (Physician Notes) Purchase Orders/Invoices **Staff Responsible for Monitoring:** Federal Programs Director PRS Itinerary Teacher **Funding Sources:** Furniture Costs associated with Pregnancy Related Services (PRS) - 199 GENERAL FUND - 199 E 11 6412 F5 802 0 24 - $150, Supplemental supplies associated with Pregnancy Related Services (PRS) - 199 GENERAL FUND - 199 E 11 6399 F5 802 0 24 - $1,000	 Some Progress	 Moderate Progress		

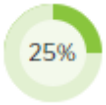
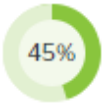
Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 21: The District will provide opportunities for teachers and campus administrators to attend vertical alignment meetings offered once every grading period to discuss curriculum alignment in the TEKS, the process standards and share best practice strategies aligned with the District Framework. **Strategy's Expected Result/Impact:** Formative: Benchmarks, math and reading assessments, Summative : STAAR, TELPAS, RDA Lead4ward, Fundamental Five, HQIM Internalization **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration **Funding Sources:** Contracted online services - 414 STRONG FOUNDATIONS IMPLEMENTATION CYCLE 3 - $25,000	 Some Progress	 Moderate Progress		

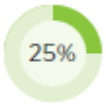
Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 22: The District will monitor the implementation of student level interventions through MTSS and monthly principal meetings. **Strategy's Expected Result/Impact:** Meeting agendas, Frontline MTSS data **Staff Responsible for Monitoring:** Curriculum and Instruction, campus administration, curriculum coaches **Funding Sources:** FRONTLINE EDUCATION - 199 GENERAL FUND - $10,000	 Some Progress	 Moderate Progress		

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 23: The District will provide accelerated instruction for students to allow them to gain, recover, acquire and/or verify credits through the use of non-traditional means. Interventions will include: Fall Intersessions, Spring Intersessions, Summer Intersessions and during the school year supports. **Strategy's Expected Result/Impact:** Completion rate, graduation rate ALC passing rates Intersession student rosters Student improvement data **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration, Counselors **Funding Sources:** Extra Duty Pay for Tutoring (October & March) - 211 ESEA, TI A IMP - 211 E 11 6117 00 802 0 24, Extra Duty Pay and Resources - 199 GENERAL FUND	35% Some Progress	50% Moderate Progress		

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 24: The District will monitor classroom rigor and alignment of instruction during the academic school year to include summer school programs. **Strategy's Expected Result/Impact:** Eduphoria walkthrough data, common assessments, iReady Reports, STAAR and TELPAS results, lesson plans, IPG's LEVERS - Elements of the District frameworks **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration, Curriculum Coaches **Results Driven Accountability** **Funding Sources:** - 199 GENERAL FUND	35% Some Progress	55% Moderate Progress		

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 25: The District and campus administration will conduct classroom walkthroughs which are aligned to the T-TESS which ensure the implementation of professional development strategies and will provide support to strengthen the implementation of professional development as needed. **Strategy's Expected Result/Impact:** Formative: Benchmarks, math and reading assessments, Summative : STAAR, TELPAS, RDA, IPG's **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration, Mentor Teachers Coordinators **ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**	35% Some Progress	55% Moderate Progress		

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 26: The District conduct the T-TESS component of the Student Learning Objective (SLO) Process for all teachers to include the following: SLO identification Tracking of Students Progress Year End Success and Reflect Process **Strategy's Expected Result/Impact:** SLO Tracking documents, SLO Rubrics, Eduphoria Reports **Staff Responsible for Monitoring:** Curriculum and Instruction, Accountability, TIA Director, Campus Administration, Campus Curriculum Coaches **ESF Levers:** Lever 5: Effective Instruction	 Some Progress	 Some Progress		

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 27: The District will provide mentoring for instruction and provide support to address concerns by dedicating staff to mentor new teachers. The District will utilize campus coaches, administration and coordinators. **Strategy's Expected Result/Impact:** Formative: Benchmarks, math and reading assessments,Summative : STAAR, TELPAS RDA **Staff Responsible for Monitoring:** Curriculum and Instruction, Campus Administration, Coordinators, Campus Tech/Curriculum Coaches **Funding Sources:** Resources for New Teacher Inductions - 255 ESEA, TIIA,TPTR - $35,000	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 6: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

Student Learning
Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.
Problem Statement 3: Teacher utilization of HQIM and lesson internalization is not at 100%. **Root Cause**: Vertical alignment of a lesson cycle in the classrooms across the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

District Processes & Programs

Problem Statement 7: Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause**: There was an increase in all student groups, but not all students, at all campuses, progressed during 2024-2025 caused other students to have a gap.

Perceptions

Problem Statement 3: Teacher utilization of HQIM and lesson internalization is not at 100%. **Root Cause**: Vertical alignment of a lesson cycle in the classrooms across the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

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

Performance Objective 7: Campus and district staff will be involved in overall school improvement activities to support student academic outcomes and overall student progress.

High Priority

Evaluation Data Sources: Campus needs assessment surveys, student performance data, teacher survey data, PLC and RTI intervention data, observational data

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Campus and district staff will be involved in the Effective District Framework (EDF) development activities that will focus on overall school improvement for selected campuses. This includes funding for contracted services, professional development, supplemental materials, supplies and resources, extra duty pay for instructional staff and partnership with a vetted improvement partner to provide focused support. **Strategy's Expected Result/Impact:** Improved student progress, growth in campus leadership capacity, consistent instructional practices, **Staff Responsible for Monitoring:** District Data Coordinator, Campus Administration, Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - $130,000, - 211 ESEA, TI A IMP - $6,000 , - 199 GENERAL FUND - $5,000	30% Some Progress	50% Moderate Progress		

No Progress | Accomplished | Continue/Modify | Discontinue

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

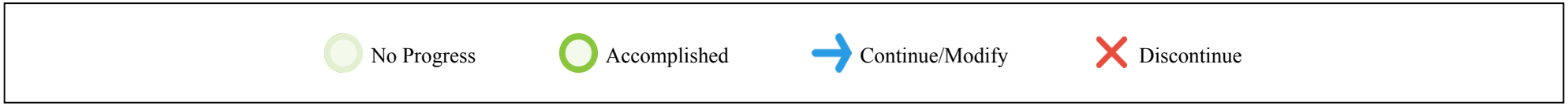
Performance Objective 8: Implement the Strong Foundations Math Grant so that 100% of Clint ISD students have an aligned Math Framework.

Evaluation Data Sources: Completed Content Framework for Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Implement the Strong Foundations Grant by developing a District created framework for math and reading that follows all grant guidelines. Staff will receive extra duty pay and stipends to support the grant outcomes. **Strategy's Expected Result/Impact:** Improve students who are reading on grade level by the 3rd grade. Improve math skills for students **Staff Responsible for Monitoring:** Curriculum and Instruction Math Coordinators and Assistant Superintendents **Funding Sources:** Extra Duty Pay - Stipends - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.XX.61XX.00.805.3.214 - $15,040	35% Some Progress	55% Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Contract with approved vendors to implement and create the math and reading Frameworks from the Strong Foundations Grant. **Strategy's Expected Result/Impact:** Improve students who are reading on grade level by the 3rd grade. Improve math skills for students **Staff Responsible for Monitoring:** Curriculum and Instruction Math Coordinators and Assistant Superintendents **Funding Sources:** Contracted Services - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.21.6299.00.805.3.24 - $87,500, - 407 LASO CYCLE II STRONG FOUNDATIONS PLANNING - $97,222	100% Accomplished	100% Accomplished	100% Accomplished	

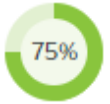
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Provide resources, professional development, and school visits for staff to implement the Strong Foundations Grant. **Strategy's Expected Result/Impact:** Improve students who are reading on grade level by the 3rd grade. Improve math skills for students **Staff Responsible for Monitoring:** Curriculum and Instruction Math Coordinators and Assistant Superintendents **Funding Sources:** Resources - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.21.63XX.00.805.3.24 - $4,966, Travel and Hospitality for Staff - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.21.64XX.00.809.3.24 - $12,000, Resources and Staff Development - 203 STRONG FOUNDATIONS IMPLEMENTATION GRANT - $37,500, Resources and Staff Development - 414 STRONG FOUNDATIONS IMPLEMENTATION CYCLE 3 - $805,000	25% Some Progress	50% Moderate Progress		


No Progress
Accomplished
Continue/Modify
Discontinue

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

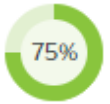
Performance Objective 9: District and campus staff will participate in professional learning opportunities throughout the 2025-2026 school year to continue to implement the EDF process uniformly across the district.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District and campuses will provide/attend researched-based professional development for all staff. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBA's, STAAR, and TELPAS, OLPT, Norm-Reference Test, Purchase Orders, IReady **Staff Responsible for Monitoring:** Curriculum and Instruction Campus Administration Curriculum Coaches District Level Personnel **Funding Sources:** Professional Development - 211 ESEA, TI A IMP - $55,000, Professional Development - 199 GENERAL FUND - $5,500, Professional Development and Resources - 244 VOC ED BASIC GRANT, Professional Development and Resources - 255 ESEA, TIIA,TPTR - $50,000, Professional Development- Mapping - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - $74,000, Professional Development and Resources - 281 TITLE IV, PART A SSAEP - $6,000, Professional Development and Resources - 263 ESEA, TIII LEP - $20,000	 Moderate Progress	 Considerable		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will provide/attend professional development for GT. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBA's, STAAR, and TELPAS. **Staff Responsible for Monitoring:** Director of Advanced Academics **ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** GT Professional Development Software - 199 GENERAL FUND - 199.11.6247.806.00.21 - $5,000, GT PROFESSIONAL DEVELOPMENT - 199 GENERAL FUND - 199.13.6239.00.805.0.21 - $1,000	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will provide/attend professional development for new teachers to the district and staff. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, agendas, teacher walkthroughs **Staff Responsible for Monitoring:** Assistant Superintendents of C & I SPED Director **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Extra Duty Pay/Resources - 211 ESEA, TI A IMP, Materials and Supplies - 199 GENERAL FUND, Extra Duty Pay/Resources - 255 ESEA, TIIA,TPTR - $23,000	 Some Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: The District will provide a mentorship program for new teachers. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, agendas **Staff Responsible for Monitoring:** Curriculum Coaches/Teacher Mentors **Funding Sources:** Instructional Resources - 255 ESEA, TIIA,TPTR - $10,000	 Moderate Progress	 Considerable		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The District will provide/attend professional development on the PLC process, ARD, Section 504, SPED, Dyslexia, CTE, and LPAC procedures and best practices. **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, agendas, ARD/504 documentation, IEPs, LPAC minutes **Staff Responsible for Monitoring:** Directors, Campus Administration Bi-literacy, Special Education CTE Coordinator, Curriculum and Instruction **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Travel for Conferences - 199 GENERAL FUND - 19.13.6411.24/37 - $3,500, Professional Development - 211 ESEA, TI A IMP - $5,000, Professional development - 199 GENERAL FUND - 199.13.6239.22 - $1,000	 Moderate Progress	 Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: The District will provide opportunities for staff to attend or (via virtual), professional development with the intent to bring strategies back to district personnel. **Strategy's Expected Result/Impact:** Training dates, certificates of completion, agendas **Staff Responsible for Monitoring:** Assistant Superintendents of C & I Deans of Instruction Directors Coordinators **Funding Sources:** Travel for Professional Development - 211 ESEA, TI A IMP - $2,000, Travel for Professional Development - 244 VOC ED BASIC GRANT, Travel for Professional Development - 263 ESEA, TIII LEP, Travel for Professional Development - 199 GENERAL FUND - 199 - $16,000, Travel for Professional Development - 255 ESEA, TIIA,TPTR - $7,200, Travel for Professional Development - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - $10,000, Professional Development Via Virtual Sessions - 263 ESEA, TIII LEP - $35,000, Travel for Professional Development - 199 GENERAL FUND - 199.31 - $4,000	 Some Progress	 Moderate Progress		

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: District personnel will attend Assistant principal academies/conferences to learn more about instructional leadership, budget and finance, and professional ethics. **Strategy's Expected Result/Impact:** Formative:New Teacher retention rates, surveys, Benchmarks, reading assessments, Online Literacy Assessments Summative : STAAR, TELPAS, Alt, RDA **Staff Responsible for Monitoring:** Assistant Superintendents of C & I and Campus Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Travel for Professional Development - 255 ESEA, TIIA,TPTR, Travel for Professional Development - 199 GENERAL FUND, Travel for Professional Development - 211 ESEA, TI A IMP	 Some Progress	 Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: District staff will provide/attend professional development in the following areas to enhance instruction district-wide: Math, Science, Social Studies, ELA/Reading and Writing, Reading Academies, ELA strategies for EB's, College Readiness, PBIS and Project Based Learning (PBL). ESL Supplemental Exam Preparation. **Strategy's Expected Result/Impact:** Formative: New Teacher retention rates, surveys, Benchmarks, reading assessments, Online Literacy Assessments Summative : STAAR, TELPAS, Alt, STAAR RDA **Staff Responsible for Monitoring:** Curriculum and Instruction **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Professional Development, Resources and Extra Duty - 199 GENERAL FUND - $32,500, Professional Development and Resources - 263 ESEA, TIII LEP - $10,000, Professional Development and Resources - 255 ESEA, TIIA,TPTR - $17,700, Professional Development and Resources - 211 ESEA, TI A IMP - $16,150, PROFESSIONAL DEVELOPMENT AND RESOURCES - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - $8,000	55% Moderate Progress			

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: The District will provide professional development in the components of the district instructional frameworks, RBIS, Literacy Framework, and EDF Frameworks. **Strategy's Expected Result/Impact:** Sign in sheets, agendas, lesson plans, walkthroughs, student work **Staff Responsible for Monitoring:** Curriculum and Instruction **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Professional Development - 211 ESEA, TI A IMP - 211.13.6218.00.805.2.24 - $13,000	35% Some Progress	55% Moderate Progress		

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: The District will provide training and coaching on approved online tools and resources including Google to support teachers with the one-to-one initiative. **Strategy's Expected Result/Impact:** FORMATIVE: Teacher sign-ins and logs, pre & post tests, CBA's SUMMATIVE: STAAR scores, **Staff Responsible for Monitoring:** Director of Enterprise Services, Instructional and Technology Coordinators **Funding Sources:** Technology Resources - 211 ESEA, TI A IMP, Technology Resources - 410 STATE INSTRUCTIONAL MATERIALS - IMA	25% Some Progress			

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: The District will provide supplemental evidence-based professional development opportunities and materials and supplies, to teachers, paraprofessionals, nurses, counselors, coaches, etc., on district health, wellness and safety initiatives in order to be integrated into school and athletic programs. **Strategy's Expected Result/Impact:** Improved academic outcomes for students Improved staff capacity to support students **Staff Responsible for Monitoring:** Director of Athletics Director of Admin. Support Lead Nurse Director of Federal Programs Campus Administration **Funding Sources:** Professional Development, Supplies - 281 TITLE IV, PART A SSAEP - $6,000	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: The District will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among student groups (EB's and Special Education) by the end of the 2025-2026 school year.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will provide as well as monitor the implementation of the Bilingual Dual Language Program, while providing resources, training, supplies, snacks for any training and PD that might accompany the implementation of the program. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, training materials, lesson plans, walkthroughs, T-TESS observations **Staff Responsible for Monitoring:** Curriculum and Instruction, EB Coordinators **Funding Sources:** Instructional Resources - 211 ESEA, TI A IMP, ELL Instructional Resources - 263 ESEA, TIII LEP - $28,000, Instructional Resources - 199 GENERAL FUND - $5,000	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will implement a program, software or site license for elementary and secondary EB students which it provides English Language Development strategies, progress monitoring and documentation for all users. **Strategy's Expected Result/Impact:** TELPAS, STAAR ELAR Scores will improve Summit K-12 Data **Staff Responsible for Monitoring:** EB Coordinators Instructional Tech Coordinators Campus Tech Coaches **Funding Sources:** ELL Materials - 263 ESEA, TIII LEP - $46,000, Emergent Bilingual Students- Instructional Resources, Software or License Renewals - 199 GENERAL FUND - $50,000	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will train, support, monitor and provide planning time, pacing, for the implementation of the English Language Proficiency Standards (ELPS), Summit K-12 Strategies, as well as certification preparation strategies training, to all content teachers to increase overall student passing rates for EB's served, denials, and exited students. **Strategy's Expected Result/Impact:** Sign-in-sheets, agendas, training materials and resources and lesson plans. Increase of use of ELPS in core content areas and lesson plans. Increase in state assessment scores in all content core subjects. Summit K-12 Data **Staff Responsible for Monitoring:** Curriculum and Instruction, Coordinators of Bilingual/ESL **Funding Sources:** ELL Resources - 263 ESEA, TIII LEP - $30,000, Instructional Resources - 199 GENERAL FUND - $10,000	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: The District will develop, train, and coordinate the Language Academy Institute for incoming Kindergarten and First grade students in need of linguistic support - during intersession and summer school, as well as to provide nutritional snacks for students during this time. **Strategy's Expected Result/Impact:** Lesson plans, sign-in-sheets, student attendance rosters, progress monitoring sheets. Increase in language proficiency for each student by domain in TELPAS scores and OLPT scores. Increase in federal accountability systems. **Staff Responsible for Monitoring:** Director of Bilingual **Funding Sources:** Extra Duty Pay/ Resources - 211 ESEA, TI A IMP, Extra Duty Pay/General Supplies - 199 GENERAL FUND, ELL Resources - 263 ESEA, TIII LEP - $5,000	 Some Progress			

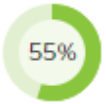
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The District will provide scientifically research-based supplemental resources, software, equipment and materials, as well as supplies for teachers and staff , for instruction and/or intervention for EB students in the entire core curriculum. **Strategy's Expected Result/Impact:** Scientifically research-based literature on specific programs; purchase orders; approved vendor list; agenda and sign-in-sheets of professional development where materials were used. Grades, state assessments, benchmarks **Staff Responsible for Monitoring:** Curriculum and Instruction Coordinators of Bilingual/ESL **Funding Sources:** Instructional Resources for ELL - 211 ESEA, TI A IMP, Instructional Resources for ELL - 199 GENERAL FUND - $5,000, Instructional Resources for ELL - 263 ESEA, TIII LEP - $50,000, RESOURCES-FIELD GUIDES - 255 ESEA, TIIA,TPTR - $5,000	 Moderate Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: The District will provide Pre K-12 educational/informational sessions for parents/guardians, and families of EB students. Will provide supplies, technology equipment/supplies, translators, decorations, and snacks to parent(s)/family engagement sessions. **Strategy's Expected Result/Impact:** Sign-in-sheets, agendas, training materials and resources and lesson plans. **Staff Responsible for Monitoring:** Coordinators of Bilingual/ESL Campus Administrator Bilingual Coordinators **Funding Sources:** General Supplies - 199 GENERAL FUND, ELL Resources - 263 ESEA, TIII LEP - $120,000, Instructional Resources - 211 ESEA, TI A IMP	 Some Progress			

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: The District will provide training for all LPAC Administrators, secondary counselors and diagnosticians at the beginning (identification and placement), middle (testing decisions), end of year (exiting), and monthly to disseminate information and updates **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, training materials, oaths **Staff Responsible for Monitoring:** Coordinators of Bilingual/ESL, LPAC Administrators **Funding Sources:** LPAC Materials - 199 GENERAL FUND	 Moderate Progress	 Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: The District will ensure LPAC administrators are providing LPAC training for their staff at the beginning of the year. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, training materials, oaths **Staff Responsible for Monitoring:** Coordinators of Bilingual/ESL, LPAC Administrators	 Moderate Progress			

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: The District will ensure that each campus LPAC administrator holds monthly meetings to accurately identify, place, serve and monitor all EB students effectively. **Strategy's Expected Result/Impact:** LPAC minutes, LPAC agendas, LPAC monitoring sheets. Accurate submission to PEIMS for snapshot. **Staff Responsible for Monitoring:** Coordinators of Bilingual/ESL, LPAC administrators	 Moderate Progress			

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: The District will networking meetings for special education and EB teachers to analyze data, evaluate strategies, and monitor student progress. **Strategy's Expected Result/Impact:** Agendas Sign-In Sheets **Staff Responsible for Monitoring:** Special Education Coordinators, Bilingual and ESL Coordinators	 Moderate Progress	 Moderate Progress		

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: The District will provide supplemental enrichment activities for students and parents that support Emergent Bilingual learning opportunities for students who are coded EB or Immigrant. Activities may include educational field trips, college visits and include subsistence, hospitality and all associated costs. **Strategy's Expected Result/Impact:** Increased participation in activities; Continued participation in various activities throughout the year **Staff Responsible for Monitoring:** Coordinator of Student Services Bilingual Education Coordinators; **Funding Sources:** - 263 ESEA, TIII LEP - $50,000	 Some Progress			

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 12: The District will provide opportunities for special education teachers to meet and collaborate with others in the same specialized area to analyze data and discuss instructional strategies. **Strategy's Expected Result/Impact:** Classroom observations, student artifacts, sign in sheets, agendas **Staff Responsible for Monitoring:** Special Education Coordinators, Curriculum and Instruction	 Moderate Progress	 Moderate Progress		

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 13: The District will analyze data to monitor student academic growth for students receiving special education services. **Strategy's Expected Result/Impact:** Completed Packet **Staff Responsible for Monitoring:** Special Education Coordinators	 Moderate Progress	 Moderate Progress		

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 14: The District will ensure campuses are progress monitoring EB students currently served, first year and second year students every nine weeks. **Strategy's Expected Result/Impact:** LPAC progress monitoring forms, LPAC minutes, agendas, sign-in-sheets **Staff Responsible for Monitoring:** Coordinators of Bilingual/ESL, Campus Administrators	 Some Progress			

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 15: The District will provide support on inclusive practices and strategies for both special education and general education teachers. **Strategy's Expected Result/Impact:** STAAR Scores Student achievement records Eduphoria data **Staff Responsible for Monitoring:** Special Education Coordinators, Curriculum and Instruction **Funding Sources:** Instructional Resources - 211 ESEA, TI A IMP - 211.11.6399.00.xxx.5.24	 Moderate Progress	 Moderate Progress		

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 16: The District and Campuses will monitor all Co-Teaching teacher schedules and reports to ensure that students are supported in the classroom. Monitoring will occur after each grading periods. **Strategy's Expected Result/Impact:** Inclusion Logs Master Schedules Classroom Observations **Staff Responsible for Monitoring:** Campus Administrators and Curriculum and Instruction	 Moderate Progress	 Moderate Progress		

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 17: The District will provide materials, resources, textbooks, funds for travel, and other needed or supplemental instructional supplies to personnel in order to make classroom instruction accessible to students receiving special education services; This includes but is not limited to, standard and specialized classroom furniture, storage equipment, rugs, sensory supported items, etc. **Strategy's Expected Result/Impact:** Improved student/teacher interactions and instructional engagement; Improved sensory supports in classrooms; Accommodated learning areas in specialized learning classrooms; Purchase Requisitions, Classroom Observations **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director, Curriculum and Instruction **Funding Sources:** Instructional Resources for staff & Classrooms - 199 GENERAL FUND - $85,000, Instructional Resources for staff & classrooms - 199 GENERAL FUND - $125,000, Supplemental materials & supplies - 285 IDEA-B PRESCHOOL ARP - $6,000, Transportation for 7 on 7 Football game - 199 GENERAL FUND - $500	33% Some Progress	40% Some Progress		

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 18: The District will provide outside agency medical services to students as per ARD. **Strategy's Expected Result/Impact:** Purchase Requisitions, Medical Evaluations **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director **Funding Sources:** Contracted Services - 199 GENERAL FUND - $1,000	33% Some Progress	45% Some Progress		

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 19: Students receiving special education will participate in a range of activities that will keep them motivated to meet academic and eligibility requirements. **Strategy's Expected Result/Impact:** Increased participation during scheduled events. **Staff Responsible for Monitoring:** Special Education Teachers Special Education Department **Funding Sources:** Transportation - 199 GENERAL FUND - $500, Event equipment, event supplies/materials, travel and subsistence - 199 GENERAL FUND - $1,000	33% Some Progress	35% Some Progress		

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 20: The Special Education Department will purchase technology equipment and/or software for SPED Staff to complete evaluations to determine eligibility and to provide services as per ARD. **Strategy's Expected Result/Impact:** Completion of evaluations **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director **Funding Sources:** Resources for staff - 199 GENERAL FUND - $71,322	55% Moderate Progress	55% Moderate Progress		

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 21: The Special Education Department will hire contracted service personnel to complete evaluations and to provide parents with an Independent Educational Evaluation when requested through ARD. **Strategy's Expected Result/Impact:** Completion of evaluations **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director **Funding Sources:** Contracted Services - 199 GENERAL FUND - $32,000	55% Moderate Progress	55% Moderate Progress		

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 22: The Special Education Department will purchase evaluation materials to appropriate SPED personnel in order to properly evaluate students. **Strategy's Expected Result/Impact:** Student evaluation results **Staff Responsible for Monitoring:** SPED Director, SPED Assistant Director's **Funding Sources:** Resources for staff - 199 GENERAL FUND - $50,000	55% Moderate Progress	55% Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

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

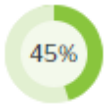
Performance Objective 11: The District will continue to expand the use of the 1:1 device program to continue promoting digital learning environments for of all Clint ISD students.

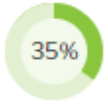
Evaluation Data Sources: STAAR data, District Survey, Eduphoria Sign-in's, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will provide all eligible students with a device to equip them with 21st century skills. **Strategy's Expected Result/Impact:** Computer usage logs Lesson plans showing usage and engaging curriculum Instructional technology training's **Staff Responsible for Monitoring:** Chief Technology Officer Campus Administration Instructional Technology Coordinator Campus Staff **Funding Sources:** Technology Equipment, Software - 410 STATE INSTRUCTIONAL MATERIALS - IMA, Technology Equipment, Software - 201 TITLE I SIP, Technology Equipment, Software - 211 ESEA, TI A IMP - $115,000, Technology Equipment, Software - 199 GENERAL FUND - $700,000, ECF CHROMEBOOK LAPTOPS - 199 GENERAL FUND - 199 E 11 6382 00 851 0 30 ECF - $829,931.07, T-Mobile Services - 199 GENERAL FUND - 199 E 11 6299 99 851 0 30 000 - $56,000, Technology Resources/PlayLu Audio/Visual Equipment - 199 GENERAL FUND - 189.E11.6390.00.851.0.30.F22 - $131,000, Technology Installation/PlayLu - 199 GENERAL FUND - 189.E11.6299.00.851.0.30.F22 - $28,000, Technology Bus Wifi Equip - 199 GENERAL FUND - 199.E11.6399.00.851030.ECF - $18,900, Technology Resources/PlayLu Materials & Equipment - 199 GENERAL FUND - 189.E11.6391.00.851.30.F22 - $25,000, CHROMEBOOKS - 211 ESEA, TI A IMP - $66,750, Technology Equipment - 408 LASO CYCLE II TECH LENDING GRANT - $166,850	 Accomplished	 Accomplished	 Accomplished	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Provide technology training to District staff in a variety of areas to include but not limited to: *Skyward / Attendance and Gradebook *Lesson Planning and Tech Integration * ILEARN *Data Disaggregation with Eduphoria or other data software *Online instructional technology tools *Google Workspace for Education *Office 365 **Strategy's Expected Result/Impact:** Training logs Sign-in sheets Classroom walk-throughs Instructional Technology Website Meeting agendas, purchase orders, activity reporting forms, student participation and involvement **Staff Responsible for Monitoring:** Chief Technology Officer Director of Enterprise Services Campus Administration, Curriculum & Tech Coaches Instructional Technology Coordinators **Funding Sources:** Technology Extra Duty Pay - 211 ESEA, TI A IMP - 211.13.6117.00.803.5.30, Region 19 Sessions - 211 ESEA, TI A IMP - 211.21.6239.00.803.5.30, Computer Software and Resources - 211 ESEA, TI A IMP - 211.11.6395.Q4.XXX.7.30.000	20% Some Progress	50% Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Provide support to campuses through the Instructional Technology Support Coordinator to assist Campus Technology Coaches, Curriculum Coaches and Librarians/Media Specialists with integrating technology in the classroom. **Strategy's Expected Result/Impact:** Training logs Sign-in sheets Classroom walk-through New teacher technology intake Instructional technology training's Quarterly meetings with campus principals **Staff Responsible for Monitoring:** Instructional Services Campus Administration Instructional Technology Coordinator **Funding Sources:** Instructional Technology Coordinators Salaries - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6119	20% Some Progress	55% Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Provide training opportunities for district staff to attend conferences and other technology related workshops to include EdTech conferences virtual and in person. **Strategy's Expected Result/Impact:** Training logs Sign-in sheets Classroom walk-throughs **Staff Responsible for Monitoring:** Chief Technology Officer Campus Administration, Director of Enterprise Services Instructional Technology Coordinator **Funding Sources:** Travel for Conferences/Professional Development - 211 ESEA, TI A IMP, Coordinator Training - 199 GENERAL FUND - $1,000	 Some Progress	 Some Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Provide training opportunities for Technology for District staff on ways to integrate technology. **Strategy's Expected Result/Impact:** Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website **Staff Responsible for Monitoring:** Chief Technology Officer, Campus Administration, Instructional Technology Coordinators **Funding Sources:** Travel for Professional Development - 199 GENERAL FUND - 199.21.6411.00.803.0.99	 Some Progress	 Some Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: Provide teachers with resources to support Digital learning in which students can actively engage with software/hardware/ workspace/audio visuals. Resources include and approved district resources that are needed for student learning outcomes and tech integration. **Strategy's Expected Result/Impact:** Student Reports Classroom Inventory Purchase Requisitions Classroom Observations Technology Resources **Staff Responsible for Monitoring:** Chief Technology Officer Director of Enterprise Services **Funding Sources:** Technology Equipment - 410 STATE INSTRUCTIONAL MATERIALS - IMA, Technology Software, Classroom Furniture - 199 GENERAL FUND - $702,000, Technology Pear Deck Software - 199 GENERAL FUND - 199.11.6247.PR.XXX.0.30. - $27,100, Technology NearPod Software - 199 GENERAL FUND - 199.11.6247.NP.xxx.0.30 - $76,300, Technology Classkick Software - 199 GENERAL FUND - 199.11.6247.CK.xxx.0.30 - $29,400, Technology Screencastify Software - 199 GENERAL FUND - 199.11.6247.SC.xxx.0.30 - $13,300, Technology PlayLu Audio/Visual Equipment / PA & Speaker Equip - 199 GENERAL FUND - 189.11.6390.00.851.0.30.F22 - $131,000, Technology PlayLu Installation - 199 GENERAL FUND - 189.11.6299.00.851.0.30.F22 - $28,000, Technology Materials - 199 GENERAL FUND - 189.11.6391.00.851.0.30.F22 - $10,000, PlayLu Relocation & Installation - 199 GENERAL FUND - 199.E11.6299.99.851.0.30.000 - $11,400, Technology Adobe Creative Cloud Software - 199 GENERAL FUND - 199E11.6247.00.851.0.30 - $12,250, Technology Equipment - 211 ESEA, TI A IMP - $204,000	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

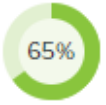
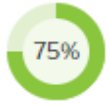
Performance Objective 12: The District will consistently monitor how technology is integrated into the mainstream curriculum to support the improvement of scores on the STAAR exams across all tested areas for 2025- 2026.

Evaluation Data Sources: Technology integration will be increased by 10% as reflected on district-wide surveys and usage reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will fund the Instructional Technology Support Coordinator to assist Campus Technology Coaches and Librarians/Media Specialists with training and integration of technology resources and support for teachers in the classroom at all campuses. **Strategy's Expected Result/Impact:** Sign-in sheets Classroom walk-throughs New teacher technology intake Help desk tickets Instructional technology training's and meetings **Staff Responsible for Monitoring:** Campus Administration - Support Staff Chief Technology Officer Instructional Technology Coordinator	35% Some Progress	50% Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Provide technology training to District staff on the classroom technology equipment and the applications/ software that are integrated with the system. **Strategy's Expected Result/Impact:** Sign-in sheets Classroom walk-throughs Help desk tickets Instructional Technology Website **Staff Responsible for Monitoring:** Campus Administration, Tech Support Staff Instructional Technology Coordinators **Funding Sources:** Extra Duty Pay, Contracted Services - 211 ESEA, TI A IMP - 211.13.6117.00.803.5.30, Region 19 Sessions - 211 ESEA, TI A IMP - 211.21.6239.00.803.5.30	35% Some Progress	55% Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Provide training opportunities for Technology for District staff on ways to integrate technology. **Strategy's Expected Result/Impact:** Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website **Staff Responsible for Monitoring:** Chief Technology Officer Campus Administration Instructional Technology Coordinators **Funding Sources:** Travel for Professional Development - 199 GENERAL FUND - 199.21.6411.00.803.0.99	 Some Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: The District will create and enhance online resources for teachers in the classroom. **Strategy's Expected Result/Impact:** Online Resources Instructional Technology Website and Google Shared Drives **Staff Responsible for Monitoring:** Instructional Technology Support Coordinator Chief Technology Officer	 Moderate Progress	 Considerable		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Provide specialized assistive technology as determined by the Assistive Technology Team to students receiving SPED services when necessary to make classroom instruction more accessible. **Strategy's Expected Result/Impact:** Purchase Requisitions Student performance on assessments **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director Director of Enterprise Services Chief Technology Officer Instructional Technology Coordinator **Funding Sources:** Student Assistive Technology - 199 GENERAL FUND	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

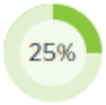
Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 13: The District will provide educational enrichment opportunities for McKinney-Vento students and other special population coded students to be academically successful and complete all academic requirements for graduation.

Evaluation Data Sources: Increased participation in a variety of supplemental activities of students who may be coded Homeless or under any of the Other Special Populations umbrella

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District Homeless Liaison and other identified district personnel will work with campus personnel to support students who may be in foster care or are coded homeless to ensure students are on track with attendance, grades, tutoring, high school credits and post high school education. District staff will also participate in student enrichment activities, professional development and may be paid extra duty or overtime pay to support program objectives and goals **Strategy's Expected Result/Impact:** Increased support for homeless coded students; increased participation of students in activities; Increased capacity for district staff to support identification of students who may be displaced **Staff Responsible for Monitoring:** Federal Programs Director; McKinney-Vento Homeless Specialist; Counselors, Campus Administration **Funding Sources:** Instructional monitoring by Homeless Liaison - Salary for McKinney-Vento Specialist - 211 ESEA, TI A IMP - 211 PIC 24 - $67,000, - 206 TEHCY - $2,000	15% Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will provide identified McKinney-Vento Homeless students with intervention and enrichment activities and programs as supplemental opportunities to be academically successful. Instructional materials, supplies, basic hygiene products, uniforms and other needed clothing, hospitality and contracted services for staff development, student programs, and counseling services for students will be funded with supplemental grant funds. Travel, subsistence and hospitality will be budgeted with these funds to facilitate educational and enrichment trips and college visits. All efforts and activities for the McKinney-Vento Homeless program are designed to remove barriers to success for all coded students. **Strategy's Expected Result/Impact:** Increased attendance and grade level promotion; develop community in schools and the district; Increased real-world connections with travel opportunities **Staff Responsible for Monitoring:** Federal Programs Director; McKinney-Vento Homeless Specialist; Chief Financial Officer; Federal Programs Coordinator **Funding Sources:** - 206 TEHCY - $27,092, - 211 ESEA, TI A IMP - $3,000	30% Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will designate a Homeless Liaison to assist in identifying students experiencing homelessness and ensure immediate enrollment for homeless students even if the student is lacking proper documentation ordinarily needed for school enrollment and carrying out the duties of the position. **Strategy's Expected Result/Impact:** Increased identification of homeless coded students; Increased number of referrals for services to support homeless coded students; **Staff Responsible for Monitoring:** Federal Programs Director; Parent Involvement Specialist / Homeless Liaison	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

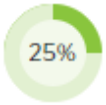
Performance Objective 14: Provide opportunities for migrant coded students to be academically successful and complete all credit requirements for graduation.

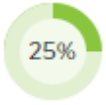
Evaluation Data Sources: The ESC 19 Migrant Education Program in collaboration with the district will provide high-quality academic and social opportunities for identified students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Enter into a Shared Services Agreement (SSA) with Region 19 ESC Migrant Education Program will provide district-wide services for all migrant-coded students. **Strategy's Expected Result/Impact:** Student enrollment in college prep. courses; graduation rates, completion rates, attendance rates. **Staff Responsible for Monitoring:** Region 19 ESC Migrant Education Program SSA Clint ISD Federal Programs Director	100% Accomplished	100% Accomplished	100% Accomplished	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Region 19 ESC Migrant Education Program will provide identified students with opportunities to recover credits through collaborative efforts with credit recovery program(s). **Strategy's Expected Result/Impact:** Increased number of credits earned by migrant students; Completion of high school graduation requirements; **Staff Responsible for Monitoring:** SSA - Region 19 Migrant Education Program; Federal Programs Director; Federal Programs Specialist; Federal Programs Coordinator **Funding Sources:** Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDMI - Fund 212	25% Some Progress	50% Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Region 19 ESC Migrant Education Program will provide intervention programs which include: supplemental instruction, summer programs, middle school retreat, reading & biology camps, and college workshops. **Strategy's Expected Result/Impact:** Student involvement; graduation rates, completion rates, attendance rates. **Staff Responsible for Monitoring:** SSA - ESC 19 Migrant Education Program Clint ISD Federal Programs Director **Funding Sources:** Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDMI - Fund 212	25% Some Progress	50% Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Region19 ESC Migrant Education Program will provide identified students with information on opportunities for post secondary education. **Strategy's Expected Result/Impact:** Student enrollment in college prep. courses; graduation rates, completion rates, attendance rates. **Staff Responsible for Monitoring:** SSA - Region 19 Migrant Education Program / Federal Programs Director **Funding Sources:** Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDMI - Fund 212	 Some Progress	 Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Ensure federal grants are in compliance by attending Professional development activities that include: migrant related conference(s) - through ESC SSA and/or the Migrant Advisory Council Meetings hosted by ESC 19. **Strategy's Expected Result/Impact:** Formative: Approved grant activities. Summative: Annual audit **Staff Responsible for Monitoring:** Region 19 ESC Migrant Education Program SSA Clint ISD Federal Programs Director **Funding Sources:** Fund 212 - 212 ESEA, TIP-C EDMI - Fund 212	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

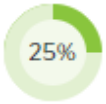
Evaluation Data Sources: The District will provide added security services; will construct facilities that are conducive to age appropriate learning and are built in a timely manner; will implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding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

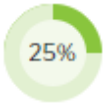
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will ensure that armed support personnel are housed at all district campuses. **Strategy's Expected Result/Impact:** Reduced number of drug and violence related incidents on campus as evidenced by the PEIMS discipline record. (CISD Instructional Calendar) **Staff Responsible for Monitoring:** Operational Services Department Security Services **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199, Funding for SRO's - 281 TITLE IV, PART A SSAEP - $201,000	100% Accomplished	100% Accomplished	100% Accomplished	

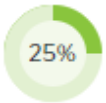
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will schedule personnel in order to have wider coverage on weekends and provide security support during extra-curricular activities and after school hours. *All areas of Clint District. **Strategy's Expected Result/Impact:** Reduced vandalism / break-ins as evidenced by the administrator and security officer reports. (as scheduled) **Staff Responsible for Monitoring:** Campus Principals; Security Services **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	90% Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will train all security and other armed security personnel on their appropriate role allowed by [TEC 38.081]. **Strategy's Expected Result/Impact:** Annual Training Logs **Staff Responsible for Monitoring:** Security Services, Chief of Operations	25% Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Annually revise Emergency Operations Plan in accordance with the mandates identified in S.B.11 and train Campus Administration to ensure implementation. **Strategy's Expected Result/Impact:** Development of Emergency Operations Plan as required under legislation. (August) **Staff Responsible for Monitoring:** Security and Operations **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Moderate Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The District will utilize the Drug and Alcohol Reasonable Suspicion Program. **Strategy's Expected Result/Impact:** To deter and minimize incidences of students/staff under the influence of drugs and alcohol. **Staff Responsible for Monitoring:** Security and Operations **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Some Progress			

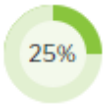
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: Reasonable Suspicion Training will be implemented at all campuses for staff intervention protocol. Staff is responsible for reporting substance abuse per Chapter. 37 of Education Code. **Strategy's Expected Result/Impact:** Formative: Staff Training responses Summative: Recidivism data and cases reported per PEIMS requirement. (August and as new staff are hired or as incidents occur) **Staff Responsible for Monitoring:** Campus Principals; HR staff **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Some Progress			

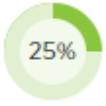
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: The District's drug detection canine unit will make unannounced visits to campuses and scheduled as needed. **Strategy's Expected Result/Impact:** Reduced campus drug incidents as evidenced by PEIMS discipline records (as scheduled). Salary and reoccurring costs will be covered via local and grant funding **Staff Responsible for Monitoring:** Security Supervisor, Chief of Operations, Campus Administration **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Some Progress			

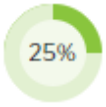
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: The District/Campus will monitor, use and maintain all surveillance cameras at all campuses as a deterrent and to provide additional vigilance. Will also purchase, upgrade and replace any silent panic alert technology. **Strategy's Expected Result/Impact:** Deter and provide data to support security initiatives Review of camera data; Walk-throughs (weekly) Meet compliance of state new safety standards **Staff Responsible for Monitoring:** Operational Services Dept.; Campus Administration; Security Services Technology Services Department **Funding Sources:** - 436 SCHOOL SAFETY STANDARDS FORMULA GRANT - $16,000	25% Some Progress			

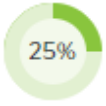
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: Clint ISD will continue to provide each campus the with an online software system for sex offender checks & visitor check in. **Strategy's Expected Result/Impact:** Review of data received and number of alerts **Staff Responsible for Monitoring:** Security Services, Operational Services, HR Coordinator and Campus Administration	25% Some Progress			

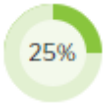
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: Clint ISD will continue to provide an online system for Anonymous Reporting where students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). **Strategy's Expected Result/Impact:** Reports Campus Follow Up logs **Staff Responsible for Monitoring:** Security Services Operational Services Campus Administration HR Staff	25% Some Progress			

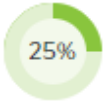
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: Facilities will be designed and constructed in a timely manner. All campuses will have safety and security related updates as needed and applicable to Chapter 61, Sub-chapter CC 61.031. **Strategy's Expected Result/Impact:** Facility Completion Time lines; Construction Meetings; Construction site inspections & progress reports. (construction schedule) **Staff Responsible for Monitoring:** Director of Facilities and Construction; Operational Services Dept. **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199, - 436 SCHOOL SAFETY STANDARDS FORMULA GRANT - $350,000	 Some Progress			

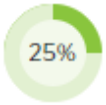
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 12: The District will work on the recommended facility improvements for ADA Compliance. **Strategy's Expected Result/Impact:** Completion of approved facility improvements. (construction schedule) **Staff Responsible for Monitoring:** Director of Facilities and Construction; Maintenance Manager **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Some Progress			

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 13: Evaluate campus construction/maintenance needs to provide maintenance as needed at all facilities. **Strategy's Expected Result/Impact:** Work Order Review **Staff Responsible for Monitoring:** Maintenance Department, Campus Principals, Head Custodians	 Some Progress			

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 14: The District will reduce annual electric consumption by five percent each state fiscal year. **Strategy's Expected Result/Impact:** Energy Consumption Audits; Benchmarking by El Paso Electric Company **Staff Responsible for Monitoring:** Energy Manager Director of Facilities and Construction Campus Administration **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Some Progress			

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 15: Provide Crisis Management training to all appropriate staff once a year. **Strategy's Expected Result/Impact:** Sign-in sheets (August) **Staff Responsible for Monitoring:** District Security Supervisor Chief of Operations SRO's Campus Administration **Funding Sources:** General Fund - 199 GENERAL FUND - Fund 199	 Some Progress			

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 16: Provide annual training to staff regarding maltreatment and sexual abuse of children and procedures for reporting to CPS. **Strategy's Expected Result/Impact:** Sign-In Sheets (August), Safe Schools Training completion **Staff Responsible for Monitoring:** Campus Principals; HR Coordinator	 Some Progress			

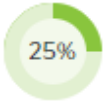
Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 17: Provide programming services, professional development, materials and supplies designed to support safety and security, health and wellness, and digital literacy initiatives district-wide. Activities will be aligned to the Student Support and Academic Enrichment grant funding along with other related programs. **Strategy's Expected Result/Impact:** Build the capacity of all stakeholders on school safety, wellness and digital literacy initiatives; Expand safety awareness district-wide **Staff Responsible for Monitoring:** District Safety Committee; HR Coordinator; Instructional Services personnel; Federal Programs Director; Chief Financial Officer; Human Resource Officer **Funding Sources:** - 281 TITLE IV, PART A SSAEP - $40,000	 Some Progress			

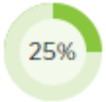
 No Progress  Accomplished  Continue/Modify  Discontinue

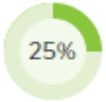
Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

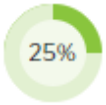
Performance Objective 2: Ensure that Clint ISD meets all requirements for Emergency Preparedness

Evaluation Data Sources: Logs, Safety Audits, Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Provide Training on the District's emergency response plan and emergency preparedness procedures. **Strategy's Expected Result/Impact:** Completed drills and exercises so that campuses/departments will be prepared in the event of an emergency **Staff Responsible for Monitoring:** Chief of Operations, District Security Supervisor	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Meet drill and exercise requirements as per the Texas School Safety Center. Campuses will annually complete 2 lock down drills, 1 shelter in place drill, 1 reverse evacuation drill, and one fire drill per month. **Strategy's Expected Result/Impact:** Completed drills and exercises so that campuses/departments will be prepared in the event of an emergency **Staff Responsible for Monitoring:** Chief of Operations, District Security Supervisor	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Complete the Texas School Safety Center Audit a minimum every three years. **Strategy's Expected Result/Impact:** Chief of Operations, District Security Supervisor **Staff Responsible for Monitoring:** Audit with recommendations	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Conduct annual safety facility inspections, which will be conducted at all District facilities and grounds in accordance with the International Fire Code and OSHA recommended standards. **Strategy's Expected Result/Impact:** Review property and liability claims on an annual basis. (July-August) **Staff Responsible for Monitoring:** Chief of Operations	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Clint ISD will offer counseling and student support services which address the specific student needs.

Evaluation Data Sources: Counseling plans, logs, training reports, PEIMS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Provide students with counseling services in the following areas: *Suicide prevention *Conflict resolution *Violence prevention *Harassment and dating violence *Enrichment Program *Self-esteem class *Substance Abuse *Social-emotional behavior and Supports Increase counselors due to problem students. Take away administrative duties from counselors. **Strategy's Expected Result/Impact:** Less student issues due to counseling supports **Staff Responsible for Monitoring:** Counseling staff, Director of Counseling, Campus Administration	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Continue to Implement SEL Programs with the following focus themes: *Diversity and Inclusion *Empathy and Critical Thinking *Communication *Problem Solving *Peer Relationships Provide professional development, training, onsite visits, curriculum, supplemental materials and resources for staff to continue district and campus implementation of SEL and mental health supports. Supplemental items to support PBIS activities district-wide will also be purchased. **Strategy's Expected Result/Impact:** Counselor presentation schedules and classroom visits; increased campus support from SEL staff; increased SEL and mental health supports for students to promote positive behavior. **Staff Responsible for Monitoring:** Director of Counseling, Campus Counselors, Administrators, Teachers **Funding Sources:** PBIS SOFTWARE - 281 TITLE IV, PART A SSAEP - 281.11.6247 - $31,595, - 281 TITLE IV, PART A SSAEP - $5,000	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Utilize counselors and other support staff to offer programs to students with needs in the following areas: *Dyslexia treatment programs *Pregnancy related services *Dropout prevention *Truancy prevention *Behavioral support programs **Strategy's Expected Result/Impact:** Less student issues due to district-wide supports **Staff Responsible for Monitoring:** Counseling staff, Director of Counseling, Campus Administration **Funding Sources:** Salary - 211 ESEA, TI A IMP - 211.11.6100	30% Some Progress	55% Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Create programs for students to remain in school and recover students who have dropped out through the District's Countdown to Zero initiative especially for students who are in At-Risk situations. **Strategy's Expected Result/Impact:** Increased graduation rates, decreased dropout rates **Staff Responsible for Monitoring:** Campus Administration, CIS staff **Funding Sources:** Extra Duty Pay - 211 ESEA, TI A IMP - 211.11.6100	30% Some Progress	50% Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Provide counselors training on community resources available to address early mental health warning signs and suicide prevention and the referral process. **Strategy's Expected Result/Impact:** Sign-In Sheets and evidence of implementation **Staff Responsible for Monitoring:** Director of Counseling **Funding Sources:** Funding for professional development - 199 GENERAL FUND - $3,000	35% Some Progress	55% Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: Utilize Circles as a specific trauma-informed practice to create safe spaces that foster positive relationships, offer intentional opportunities to practice regulation skills, and help students feel seen, loved, and important. **Strategy's Expected Result/Impact:** Increased academic success and critical protective factors against suicide. **Staff Responsible for Monitoring:** Counseling Department and Campus Circles Team **ESF Levers:** Lever 3: Positive School Culture	45% Some Progress	60% Moderate Progress		

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: Each campus will implement a wellness intervention team who will follow up on any student who makes an outcry which is related to mental health or trauma and ensure that support is provided. The Team will be headed by counselors and will follow trauma informed care guidelines. **Strategy's Expected Result/Impact:** Students support will be maximized, reports and campus intervention teams. **Staff Responsible for Monitoring:** Campus Administration, Director of Counseling	 Some Progress	 Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: Provide professional development, travel, general supplies, reading materials, furniture, other equipment, technology components and software to include Rethink Ed, hospitality to support planned events and meetings for the Stronger Connections grant participants and counseling staff so that they can support students on the campuses and reach grant program objectives. **Strategy's Expected Result/Impact:** Improved student attendance, performance and parent engagement; Increased program participation **Staff Responsible for Monitoring:** Director of Counseling, Campus counselors, Program counselors, Campus administrators **Funding Sources:** PROFESSIONAL DEVELOPMENT - 211 ESEA, TI A IMP - 211E.31.6239 - $1,000, - 252 STRONGER CONNECTIONS GRANT - $57,000, - 281 TITLE IV, PART A SSAEP - $30,000	 Some Progress	 Moderate Progress		

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: Campuses will ensure measures are in place to: *prevent bullying *identify bullying either in person or *through Navigate 360 (P3) Anonymous Reports *ways to respond to bullying by campus administration *conduct parent informational sessions about bullying **Strategy's Expected Result/Impact:** Parent Presentations on bullying. Sign In Sheets Follow Up Logs **Staff Responsible for Monitoring:** Campus Administration, Curriculum and Instruction	 Some Progress	 Moderate Progress		

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: Ensure that mandatory activities are completed to include the following: *Parenting Awareness Programs *Alcohol Awareness Instruction *CPR Training *Proper Interaction with a Peace Officer **Strategy's Expected Result/Impact:** Increased awareness of required information. Sign in Sheets, PEIMS reporting **Staff Responsible for Monitoring:** Director of Counseling, Campus Administration	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: Clint ISD will ensure all School Health Advisory Committee requirements are met

Evaluation Data Sources: SHAC Meetings and minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Hold the required SHAC Committee meetings as per TEA guidelines to ensure student health programs are being implemented **Strategy's Expected Result/Impact:** Improved Transparency of student Health Programs. Logs, Agenda's Minutes, Administrative Regulation review **Staff Responsible for Monitoring:** Director of Student Support Chief of Operations Child Nutrition Director Athletics Director	 Some Progress	 Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will review staffing guidelines. The Human Resources Department will update guidelines and present to the Cabinet for approval (Priority will always be given to instructional staffing needs). **Strategy's Expected Result/Impact:** Cabinet members will evaluate presentations and will evaluate requests and make recommendations. (Annually March - April) **Staff Responsible for Monitoring:** Cabinet Members	30% Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will review staffing requirements, needs and requests. **Strategy's Expected Result/Impact:** Data will be collected and used from Cardonex to recommend staffing changes. Presentations will be made by the Principals and Department Heads to the Cabinet. (Annually March - April) **Staff Responsible for Monitoring:** Cabinet Members	25% Some Progress			

No Progress Accomplished Continue/Modify Discontinue

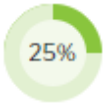
Goal 3: The District will operate efficiently, being fiscally responsible

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

Evaluation Data Sources: The District level programs will be funded at the district level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will approve, implement, and fund Instructional programs and salaries. **Strategy's Expected Result/Impact:** Formative: Benchmarks, Reading Assessments, Early Literacy Assessments Summative : STARR, STAAR ALT, TELPAS, EOC, and RDA - (September) **Staff Responsible for Monitoring:** Curriculum and Instruction Staff **Funding Sources:** Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 199 GENERAL FUND, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 211 ESEA, TI A IMP, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 224 IDEA, PART B FORMULA, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 263 ESEA, TIII LEP, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 255 ESEA, TIIA,TPTR, SCE Funds - 199 GENERAL FUND, - 225 IDEA, PART B PRES, - 281 TITLE IV, PART A SSAEP	100% Accomplished	100% Accomplished	100% Accomplished	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will use a billing agency for MAC/SHARS in order to maximize Medicaid reimbursement used for the district and its students. Invoices paid accordingly. **Strategy's Expected Result/Impact:** Reimbursements into the district's general fund **Staff Responsible for Monitoring:** SPED Director, Budget Clerk	35% Some Progress	35% Some Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Departments will ensure that mileage, for approved staff, follow district procedures for monthly submission. Supervisors will ensure that staff effectively plan to minimize mileage. **Strategy's Expected Result/Impact:** Cost effect travel to support students **Staff Responsible for Monitoring:** Directors **Funding Sources:** Mileage Reimbursement - 199 GENERAL FUND - PIC 21, Mileage Reimbursement - 199 GENERAL FUND - PIC 23 - $1,500, Mileage Reimbursement - 199 GENERAL FUND - PIC 25, Mileage Reimbursement - 199 GENERAL FUND - PIC 37 - $1,500	 Some Progress	 Moderate Progress		

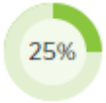
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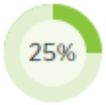
Goal 3: The District will operate efficiently, being fiscally responsible

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

Evaluation Data Sources: District Directors, Coordinators, and employees will actively seek additional grant funding.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Actively seek additional grant funding internally. Informational resources will be provided to those writing and requesting grants for the District. Training opportunities will be pursued. **Strategy's Expected Result/Impact:** Formative: Grants applied for Summative: Total grants earned **Staff Responsible for Monitoring:** Curriculum and Instruction Staff and or Campus Staff	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Ensure federal grants are in compliance by attending professional development in order to meet grant requirements and compliance. District/Campus personnel will attend professional development activities to include: ACET (Fall/Spring), TASBO, Annual Statewide Parental Involvement Conference, and Regional (local) Parental Engagement Conference, TEHCY Required Training and TEHCY Statewide Summit, etc. **Strategy's Expected Result/Impact:** Formative: Approved grant activities. Summative: Annual audit **Staff Responsible for Monitoring:** Chief Financial Officer, Clint ISD Federal Programs Director , Title I Coordinator, Federal Programs Coordinator, **Funding Sources:** Employee travel with the use of local funds - State & Local - 199 GENERAL FUND - 199.E21.6239/6411.00.802.0.99, Virtual TEHCY Required Training and TEHCY Statewide Summit for District/ Campus Personnel - 199 GENERAL FUND - 199.E21.6411.00.802.0.99 - $1,180, Virtual TEHCY Training/ Conferences - NAEHCY - 206 TEHCY - 206.E21.6411.F3.802.1.24 - $2,060	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: District departments will purchase software, materials, and contract professional development to support systems to remain efficient when processing required and timely documentation. **Strategy's Expected Result/Impact:** Timely execution of necessary documentation requiring signatures, dates and other important information. **Staff Responsible for Monitoring:** Director of Federal Programs Chief Financial Officer **Funding Sources:** - 199 GENERAL FUND - $6,000	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: The Chief Financial Officer will evaluate and review funding levels to ensure an optimum fund balance is maintained.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will adopt an annual general fund budget that maintains an optimum fund balance. **Strategy's Expected Result/Impact:** Summative: Ongoing annual review of the budget, finance audit SchoolFirst Report, and PEIMS Submissions - January-May annually during the budget process **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** State and local funding. - 199 GENERAL FUND	100% Accomplished	100% Accomplished	100% Accomplished	

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: The Chief Financial Officer will evaluate, review and implement guidelines to meet SchoolFirst objectives and requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Review and ensure all SchoolFirst requirements are met at the highest level possible. **Strategy's Expected Result/Impact:** Formative: Cabinet review and reports Summative: SchoolFirst Report PEIMS Submissions/Annual Audit Report (Budget Year) **Staff Responsible for Monitoring:** Cabinet Members	 Accomplished	 Accomplished	 Accomplished	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: District personnel will ensure that facilities are funded and constructed in a fiscally responsible and accountable manner.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will work to reduce utility costs. **Strategy's Expected Result/Impact:** Monthly Bills Energy conservation campaign information Written correspondence Training Logs **Staff Responsible for Monitoring:** Facilities Department Energy Manager	 Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: The District will increase campus and community awareness of the importance of at-risk coding to increase state funding.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District will improve the at-risk coding of students District-wide. **Strategy's Expected Result/Impact:** Annual PEIMS submissions (Monthly) / District website, call out system (both staff and community), newsletters, and local newspaper advertisements. **Staff Responsible for Monitoring:** PEIMS; Department Staff; District and Campus Staff	 Accomplished	 Accomplished	 Accomplished	

 No Progress  Accomplished  Continue/Modify  Discontinue

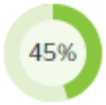
Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

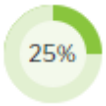
Performance Objective 1: The District will ensure that all students are taught by highly qualified personnel.

Evaluation Data Sources: The District will recruit locally and out of state for personnel which meet the new Equity Plan requirements.

Strategy 1 Details	Reviews			
Strategy 1: Attend region-wide to recruit highly qualified staff and hard to fill positions.	Formative			Summative
Strategy's Expected Result/Impact: Vacancy Reports; Feedback from universities (October, March, May)	Sept	Nov	Feb	May
Attended UTEP College of Education Job Fair **Staff Responsible for Monitoring:** HR Department **Funding Sources:** Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX	 Moderate Progress			

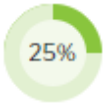
Strategy 2 Details	Reviews			
Strategy 2: Promote Clint ISD career opportunities through the use of social media	Formative			Summative
Strategy's Expected Result/Impact: Monitor applications from UTEP and EPCC Social Media Post data	Sept	Nov	Feb	May
Staff Responsible for Monitoring: HR Department **Funding Sources:** General Supplies - 199 GENERAL FUND	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Ensure that all staff meets the requirements for the Equity Plan for all personnel.	Formative			Summative
Strategy's Expected Result/Impact: TEA Compliance Report **Staff Responsible for Monitoring:** HR Certification Specialist	Sept	Nov	Feb	May
	 Some Progress			

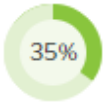
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Present to UTEP Education majors before and during their tenure in the program of the benefits and working for Clint ISD. **Strategy's Expected Result/Impact:** Feedback from UTEP students (Once per semester) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Attend meetings and workshops in the Region 19 area and network to share District's staffing needs. **Strategy's Expected Result/Impact:** Monitor and review volume of applicants for vacancies. (ongoing) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: Contact ACP programs to recruit applicants who meet the Equity Plan requirements. **Strategy's Expected Result/Impact:** Monitor and review volume of applicants for vacancies. (ongoing) **Staff Responsible for Monitoring:** HR Department	 Some Progress			

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: Recruit and hire certified aides and substitutes. **Strategy's Expected Result/Impact:** Monitor and review volume of applicants for vacancies. (as needed) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: Consider the Clint ISD community for employment opportunities. **Strategy's Expected Result/Impact:** Monitor and review volume of applicants for vacancies. (ongoing); Customer service via telephone and online assistance. (ongoing) **Staff Responsible for Monitoring:** HR Department	 Some Progress			

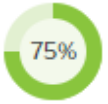
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: Participate in student teaching and other professional intern programs. **Strategy's Expected Result/Impact:** Number of interns hired for teacher vacancies. (August and January) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

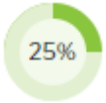
No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: The District will offer a competitive employees benefits package and employee recognition program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Review salaries and stipend schedules to insure the District remains competitive. **Strategy's Expected Result/Impact:** TASB Market Analysis and reclassification request reviewed annually. (July - August) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E11.XXXX	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District will continue to implement the Teacher Incentive Allotment (TIA) Program for appropriate teacher groups as defined by the application. **Strategy's Expected Result/Impact:** Increased Student Achievement, TIA Designated Teachers, Increased Teacher Retention **Staff Responsible for Monitoring:** Curriculum and Instruction, Human Resources **Funding Sources:** TIA Designation Distinction funds - 199 GENERAL FUND	 Some Progress	 Moderate Progress		

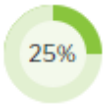
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Continue to provide and promote a competitive benefits program to include choices for levels of health benefits coverage. **Strategy's Expected Result/Impact:** Review employee participation rates (July - August) **Staff Responsible for Monitoring:** HR Department; Benefits Department **Funding Sources:** Recruit and retain qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Provide onsite health preventative services. **Strategy's Expected Result/Impact:** Analyze participation rates. (as scheduled) **Staff Responsible for Monitoring:** HR Department; Benefits Department	 Some Progress			

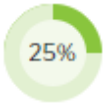
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: Provide staff with opportunities to learn more about benefits via activities such as: Planning for Medical Leave Informational Sessions; Health Fairs; Financial Planning Seminars; Human Resources Newsletter; Wellness Program/ Reimbursement; Health Savings Accounts **Strategy's Expected Result/Impact:** Employee Feedback (as scheduled) **Staff Responsible for Monitoring:** HR Department; Benefits Department **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

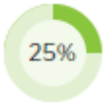
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: Annually review supplemental benefit options to ensure quality service. **Strategy's Expected Result/Impact:** Online enrollment feedback; customer satisfaction; internal surveys (yearly) **Staff Responsible for Monitoring:** HR Department; Benefits Department	 Some Progress			

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: Review teacher; student ratios across all subjects and grade levels to ensure that low class sizes are the standard. **Strategy's Expected Result/Impact:** Teacher Class Load Reports (July - August) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E11.XXXX	 Some Progress			

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: Recognize and honor employees for the following life events: Births, Adoptions, Illness, Bereavement. **Strategy's Expected Result/Impact:** Feedback from employees. (ongoing) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: Introduce new employees via website / Social Media. **Strategy's Expected Result/Impact:** Feedback from employees. (ongoing) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: Provide Clint ISD teaching staff the opportunity to take graduate coursework to serve as dual credit instructors and provide Clint ISD paraprofessionals the opportunity to take courses for degree completion, certification and training approved accredited universities. **Strategy's Expected Result/Impact:** Clint teachers will provide dual credit courses on site **Staff Responsible for Monitoring:** Accelerated Learning Department	 Some Progress			

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: Purchase textbooks, instructional technology and general supplies for district teachers and paraprofessionals who are completing graduate coursework. Mileage will be reimbursed to cover the costs of travel. **Strategy's Expected Result/Impact:** Feedback from employees (June) **Staff Responsible for Monitoring:** Accelerated Learning Department **Funding Sources:** - 199 GENERAL FUND	 Some Progress	 Moderate Progress		

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 12: Participate the Residency Program, in Partnership with UTEP, and ESC Region 19, to provide training , technology supply purchases, technical assistance, resources and staff to support student residents during a year long paid residency program. **Strategy's Expected Result/Impact:** Student Resident's POP Evaluations; Student Residents who have been hired by Clint ISD **Staff Responsible for Monitoring:** Residency Program Coordinator **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Equity Plan** **Funding Sources:** - 199 GENERAL FUND, - 253 TEACHER LEADERSHIP AND STRATEGIC STAFFING - $7,000, Extra Duty Professional Development - 255 ESEA, TIIA,TPTR - $10,000, Residency Pay - 255 ESEA, TIIA,TPTR - $180,000	 Some Progress			

No Progress Accomplished Continue/Modify Discontinue

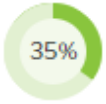
Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

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

Evaluation Data Sources: The District will implement programs for employee professional growth and advancement recognition.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Provide services and support for school administrators in all areas of employee relations and employee management. **Strategy's Expected Result/Impact:** Training evaluation forms; internal surveys to include a climate survey. **Staff Responsible for Monitoring:** HR Department **Funding Sources:** Professional growth opportunities - 199 GENERAL FUND - 199.E41.XXXX	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Provide yearly staff development training for district support staff. **Strategy's Expected Result/Impact:** Training evaluation forms (as needed) **Staff Responsible for Monitoring:** HR Department **Funding Sources:** Professional growth opportunities - 199 GENERAL FUND - 199.E41.XXXX	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: Communicate opportunities available to staff for additional certifications and staff development via social media and email. **Strategy's Expected Result/Impact:** Human Resources newsletter; Registration numbers for training's; Region 19 surveys (ongoing) **Staff Responsible for Monitoring:** HR Department	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: Provide opportunities for employee advancement by supporting the following initiatives: Aspiring Administrators - Assistant Principal's Academy **Strategy's Expected Result/Impact:** Feedback from employees; Presentation evaluations; Employee request for topics (as requested) **Staff Responsible for Monitoring:** Curriculum and Instruction **Funding Sources:** Professional growth opportunities - 199 GENERAL FUND - 199.E41.XXXX	30% Some Progress	55% Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The Special Education Department will provide SPED staff with professional development opportunities to comply with licensure requirements and to improve the provision of services. **Strategy's Expected Result/Impact:** Improved evaluation and provision of services practices **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director **Funding Sources:** Professional Development - 199 GENERAL FUND - $20,000	55% Moderate Progress	55% Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: The Federal Programs department will provide a variety of professional development opportunities, conferences, meetings, seminars and classes in order to develop capacity and to share information with other stakeholders district-wide. **Strategy's Expected Result/Impact:** Continuous improvement of customer service district-wide; Continuous updates in program services; Updates to state and federal programs; **Staff Responsible for Monitoring:** Director of Federal Programs Chief Financial Officer **Funding Sources:** - 199 GENERAL FUND - 6411 - $4,500	25% Some Progress	50% Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: The District will implement a comprehensive safety program to assure the safety and welfare of all employees, enhancing the retention of personnel.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: Conduct annual safety training for all District employees to include mandatory employee training requirements. **Strategy's Expected Result/Impact:** Review worker's compensation claims on a quarterly basis in comparison to prior years. (August-December) **Staff Responsible for Monitoring:** HR Department; Benefits & Risk Management Coordinator **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E41.XXXX	50% Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: Follow-up on injury investigations and re-train employees prior to reporting back to work. **Strategy's Expected Result/Impact:** Review worker's compensation claims on a quarterly basis in comparison to prior years. (as requested) **Staff Responsible for Monitoring:** HR Department; Benefits & Risk Management Coordinator **Funding Sources:** General Fund - 199 GENERAL FUND - 199.E41.XXXX	35% Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: The District will provide parents with opportunities to become involved in their child's education through various parent engagement activities; the District will provide parents with access to educational resources; will empower parents to be partners in their child's education through participation in activities and events at all campuses; will monitor parent and family engagement and maintain communication with parents in the District; will partner with local businesses, community agencies and community members to involve them in enhancing the education process for all stakeholders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The District and its Campuses in collaboration with parents and stakeholders will refine and revise the District and Campus Parent & Family Engagement Policy and School-Parent-Student Compact annually to help parents and other family members understand the importance of parental involvement in our schools. The plans will be made available to parents in a language accessible format at all campuses and on the District website. **Strategy's Expected Result/Impact:** Increased understanding of the importance of parent and family engagement; Increased capacity of district instructional programs and services; Growing participation in district and campus programs as observed through: Agendas Sign In Sheet Meeting Minutes **Staff Responsible for Monitoring:** Federal Programs Director, Campus Principals, Parent & Family Engagement Campus Representatives; Federal Programs	 Some Progress	 Moderate Progress		

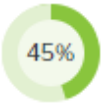
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2: The District and all campuses will provide parents the opportunity to build their capacity to support students at home by offering training, supplies, and learning events to engage parent participation and improve district/campus-home relations. Learning opportunities may include conferences, campus and district meetings, workshops, etc. Opportunities to participate in activities will be made available in a language, format and at various times to accommodate the needs of parents and families. Translation services will always be made available for all meetings and information shared. Light snacks and refreshments may be offered to encourage parent participation. **Strategy's Expected Result/Impact:** Increased participation of parents and families in campus and district sponsored events; Campuses will document all activities for participation Flyers Sign-In Sheets Contact Logs Agendas **Staff Responsible for Monitoring:** Campus Principals, Parent & Family Engagement Campus Representatives, Federal Programs **Funding Sources:** Registration Costs - 199 GENERAL FUND, Campus and District Activities - 211 ESEA, TI A IMP - $10,000, - 263 ESEA, TIII LEP - $100,000, - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - $2,000, - 475 ACE PASO DEL NORTE - $2,000, - 252 STRONGER CONNECTIONS GRANT - $2,000	35% Some Progress	50% Moderate Progress		

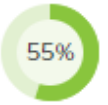
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3: The District will monitor all parent and family engagement activities completed by campuses and district level departments and programs for federal compliance purposes. **Strategy's Expected Result/Impact:** Campuses will collect and submit records and documentation of the ongoing parental involvement activities during the school year. The information will be kept in the Title I Crate. (Submission will be ongoing throughout the school year.) **Staff Responsible for Monitoring:** Campus Principals, Parent & Family Engagement Campus Representatives, Federal Programs	25% Some Progress	50% Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4: The District will publicize and communicate in advance of district and campus events to parents, families, and community stakeholders. Information may be found on district and campus websites, social media, paper or electronic newsletters, flyers and the use of mobile devices to assist parents with this process and software applications. **Strategy's Expected Result/Impact:** Increased awareness of district and campus parent and family events; Increased participation all district and campus events; **Staff Responsible for Monitoring:** Campus administration; district-level staff; public relations staff; Federal Programs; Curriculum and Instruction; Technology Services **Funding Sources:** Technology Equipment - 263 ESEA, TIII LEP - $10,000	25% Some Progress	50% Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 5: The District will provide parents with Skyward Family Access, a parent information portal of student information as part of the registration packet. **Strategy's Expected Result/Impact:** Parent sign-up and log-ins; Reports (August - June) **Staff Responsible for Monitoring:** Technology Services Department	 Accomplished	 Accomplished	 Accomplished	

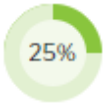
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 6: The District will utilize the parent call out system to keep parents informed of District events. **Strategy's Expected Result/Impact:** Blackboard reports (July - June) **Staff Responsible for Monitoring:** Curriculum and Instruction	 Accomplished	 Accomplished	 Accomplished	

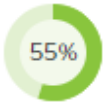
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 7: The District will publish district programs/initiatives products and other publications to inform parents and the community. Feature Fridays will showcase district events, programs and awards. **Strategy's Expected Result/Impact:** Distribution to parents and community via mail, web and other media **Staff Responsible for Monitoring:** Curriculum and Instruction	 Some Progress	 Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 8: The District will hold Parent and Student Advisory Council meetings to provide input to the Superintendent. **Strategy's Expected Result/Impact:** Parent Sign-In Sheets and Agendas (quarterly meetings) **Staff Responsible for Monitoring:** Curriculum and Instruction and Public Relations	 Some Progress	 Moderate Progress		

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 9: The District will invite businesses and agencies to participate in the Partners in Education Program and will recognize their support throughout the year. **Strategy's Expected Result/Impact:** Sign-In Sheets and logs (as scheduled) Publications End of the Year Reception **Staff Responsible for Monitoring:** Curriculum and Instruction	 Some Progress	 Moderate Progress		

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 10: The District will provide interpreters when necessary for parents during ARD meetings. **Strategy's Expected Result/Impact:** Parent full participation documented on ARD paperwork **Staff Responsible for Monitoring:** SPED Director, Assistant SPED Director **Funding Sources:** Contracted Services/Equipment - 199 GENERAL FUND	 Accomplished	 Accomplished	 Accomplished	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 11: The district will hold annual and ongoing consultation meeting(s) with eligible Private Non-Profit Schools and Parent-ally Placed Private Schools regarding participation for all Federally Funded programs and services. **Strategy's Expected Result/Impact:** Streamlined support for those who may qualify and may seek services; Increase communication with those private schools who operate within our district boundary; Documentation will be kept via email communication, sign-in sheets of meetings, and phone and contact logs **Staff Responsible for Monitoring:** SPED Director; Federal Programs Director; Federal Programs Coordinator; Federal Programs Specialist; Mentor Coordinators	 Some Progress	 Moderate Progress		

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 12: The Special Education Department will provide parents the opportunity to attend relevant staff development to engage parents and improve district-home relations (Autism Conference, Mental Health Conference, etc.). Purchases include supplies and materials that support academic and functional goals, food and beverages for parents and children attending training sessions, and other consumable and durable supplies and materials. **Strategy's Expected Result/Impact:** Parent Attendance and implementation of strategies at home **Staff Responsible for Monitoring:** Special Education Director; Assistant SPED Directors, Autism Teachers	 Moderate Progress	 Moderate Progress		

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 13: The District will hire campus and district-level personnel to facilitate the 21st Century after-school programming via the After-school centers for Education (ACE) and supporting the Nita Lowery 21st Century Community Learning Centers grant. Centers will be housed at the middle school campuses district-wide. **Strategy's Expected Result/Impact:** Personnel will support all middle school campuses and operate community learning centers; **Staff Responsible for Monitoring:** 21st Century Director; 21st Century Grant Coordinator; Director of Federal Programs **Funding Sources:** Program Resources - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - $200,000	25% Some Progress	50% Moderate Progress		

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 14: All Required Notices will be published annually to the community as outlined by statue. To include required: *Special Education *Career and Technical Education *Section 504 *Non-Discrimination *Texas Academic Performance Reports **Strategy's Expected Result/Impact:** Parents will be will-informed and make necessary decisions regarding their child's information and services **Staff Responsible for Monitoring:** Special Education Director, Assistant Superintendent of Secondary **Funding Sources:** Contracted Services - 199 GENERAL FUND	33% Some Progress	20% Some Progress		

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 15: Improve Attendance at all campuses by working collaboratively with parents. **Strategy's Expected Result/Impact:** Improved attendance, lower Loss of Credit **Staff Responsible for Monitoring:** Campus administration	20% Some Progress	50% Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $368,195.82
Total FTEs Funded by SCE: 11
Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. At the middle school level, support classes such as Reading Improvement and Math Improvement courses are funded and students are enrolled in these programs to assist their academics. Also at the Middle School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. At the High School Level, courses are also funded to support students to improve their academics. High School campuses also have funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. The District Level funding is allocated to providing resources to the campuses in technology, online learning tools and other resources. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. High School campuses use SCE funds for dropout prevention programs, credit recovery intervention programs and support for students to ensure that they graduate from high school. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. The District also funds the District Alternative Education Program with SCE funding; this program identifies student supports for students at-risk of not graduating due to disciplinary issues. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for District Improvement Plan

Name	Position	FTE
Ana Cortez	Federal Programs Coordinator	1
Christina Goranson	Elementary Coordinator	1
Dalia Miranda	Secretary Federal Programs	1
Hilda Adams	PRS Teacher	1
Liza Marquez	Elementary Coordinator	1
Mary Lucero	Homebound Teacher	1
Melissa Williams	Director Federal Programs	1

Name	Position	FTE
Ronica Ruth	Elementary Math Coordinator	1
Ruben Castillo	Elementary Math Coordinator	1
Veronica Booth	CTE Coordinator	1
Victor Hernandez	Instructional Coordinator	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Clint ISD will ensure all students in the campuses provide students will a strong academic experience and a well-rounded education. The development of the comprehensive improvement plan for each school-wide campus program, the entire community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus and district successes. Based on the economically disadvantaged criteria, all campuses including the Clint Early College Academy will function as a school-wide Title I program. In order to develop this plan, the District conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- EOC Scores from June 2025
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores
- MAP Data
- IReady Data

Campuses should use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester) Pending guidelines from TEA.
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight
- To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

The district implements an instructional framework at all campuses where teachers utilize HQIM in math and language arts. The campuses also provide research based instructional strategies in all classrooms from lessons designed using the lesson internalization process. Campuses provide extracurricular and co-curricular activities that include fine arts programs, technology initiatives, robotics/drones, and after-school middle school programs.

1.2: Identifying students who may be at risk for academic failure;

Clint ISD will ensure all students in the campuses demonstrate proficient and advanced levels of academic achievement on state standards. The development of the comprehensive improvement plan for each schoolwide campus program, the entire community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus and district successes. Based on the economically disadvantaged criteria, all campuses including the Clint Early College Academy will function as a schoolwide Title I program. In order to develop this plan, the District conducted a comprehensive needs assessment to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- EOC Scores from June 2025
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores
- MAP Data
- IReady Data
- Early Literacy and Math assessments
- District created assessments
  Campuses should use STAAR data, MAP data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

To ensure students are provided academic supports throughout the year, targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas are provided. All programs ensue the following:

- Are provided for no less than 30 hours total (The recommendation is for 30 hours each semester) Pending guidelines from TEA.
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA’s oversight
- To the extent possible, is provided by one person for the entirety of the student’s supplemental instruction period.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The District will provide reform strategies as interventions for all Title I school-wide campuses to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The lower grades will implement an initiative to ensure that all students are reading on grade level by the end of the Third grade. The "Ready by Third" program will ensure success district-wide for our At-Risk population. Across all grade levels the District is also implementing the HQIM or High Quality Instructional Materials program from TEA. This program ensures that the curriculum in the core content areas is aligned with state standards and that students are taught on grade level. District teams work with the campuses to conduct professional development, observe teachers, coach teachers in need of support, and review data at PLC's. Campuses use a variety of interventions to support students on the state assessments.

Furthermore, the District implemented the Countdown to Zero program to ensure students are receiving all of their credits and support when they need to recover lost credits which ensures they are on target for graduation. Again during 2025-2026, the District will operate on a balanced calendar with student support intersessions in October and March.

Throughout the year, the campuses will have additional support as well for students through an intervention program. These intersessions will focus on students who are at risk or not on grade level, behind in the credits, or need support to be successful on the state assessments. Also, Title I funds are allocated to support campus initiatives, instructional software and after-school tutoring programs. Federal and local funding will be provided to campuses to support interventions, SEL programs, fund staff and provide additional instructional resources.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The district uses many data points to determine students who need support. All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps. Campuses provide scheduled support classes, tutoring, Saturday school, and intersession programs to strengthen students academic skills.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, IReady data, screener data, and at the high school level course completion data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester) Pending guidelines from TEA.
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period. Clint ISD campuses ensure the needs of students are met through the following:

- PLC planning
- Data Talks and planning
- Targeted supports for students based on data
- Observations, feedback and coaching

Descriptor 2: Teacher Quality

Clint ISD has focused on LEVER 2 Strategic staffing as a priority in for all of our campuses. All of Clint ISD campuses are Title I campuses and the district is about 85% economically disadvantaged as well as about 63% At-Risk. Since all of our campuses are Title I, district administration ensures that campuses are staff with certified staff. The district also ensures that campuses are staffed based on student need and utilizes multiple measures when staffing the campuses to include:

- Utilizing Cardonex staffing software for secondary campuses
- Implementing the TIA program ensuring a high number of designated teachers
- Creating incentive and staffing programs to attract teachers (Residency and tuition programs)
- Assisting campuses with alternative scheduling and staffing models through the pipeline to leadership program
- Implementing the TIL process district-wide to support all teachers.

Descriptor 3: School Improvement and Support Activities

The district's assessment team reviews all data and identifies any campuses who are identified as needing support or targeted improvement. This team, throughout the year, meets to review formative data as well. The data from these meetings is shared with campuses and the district team assists them with developing targeted improvement plans. The plans are entered in the CIP and monitored by the Curriculum and Instruction Department. Supervisors meet with campus leadership teams to ensure that all campuses are focused on improving the academic success for all student groups. The campuses implement interventions, intersession programs, support classes on the master schedule, and PLC planning. All of these activities support school improvement.

Clint ISD's role involves implementing and coordinating these efforts:

- Identifying Schools: The Texas Education Agency (TEA) identifies schools needing support and improvement based on the state's accountability system, which includes the A–F rating system based on three domains: Student Achievement, School Progress, and Closing the Gaps. Clint ISD is responsible for implementing support for these schools once identified.
- Comprehensive Support and Improvement (CSI): Schools identified for CSI are typically among the lowest-performing schools or those with consistently under-performing student groups. Clint ISD's responsibilities include:
- Developing and Implementing Improvement Plans: Ensuring identified schools have and implement improvement plans that address their specific needs based on a comprehensive needs assessment. These plans are often integrated into the Campus Improvement Plans (CIP).
- Monitoring and Intervention: Working with the TEA and the school improvement division to review, evaluate, monitor, and intervene to ensure the school is making progress towards improvement.
- Targeted Support and Improvement (TSI): Schools identified for TSI have consistently under-performing student groups, even if their overall performance is not among the lowest-performing schools. Clint ISD's responsibilities include:
- Targeted Improvement Plans (TIPs): Assisting schools with developing and updating targeted improvement plans that focus on addressing the needs of specific student groups identified for support.
- Monitoring and Intervention: Working with the TEA and the school improvement division to ensure the school is making progress in improving outcomes for these specific student groups.
- Parental Involvement: Ensuring parents of students in identified schools are involved in the planning, review, and improvement of the schoolwide program, as outlined in Section 1116 (a)(2)(A).

Clint ISD's responsibilities under these sections of ESSA are to actively identify and support schools in need of improvement, and to actively engage parents and families in their children's education and school improvement efforts.

Descriptor 4: Measure of Poverty

The Federal Programs and PEIMS Departments have a process to identify the Economical Disadvantage percentages for each campus. All state and federal guidelines are followed in this data collection. The Federal Programs department then takes the campus Eco-Dis rate and allocates funding based on the overall percentage. Student enrollment is a factor in the overall percentage. Campuses with a larger Eco-Dis percentage receive more funding. All campuses in Clint ISD are Title I campuses and receive federal funding. During staffing, the administration ensures that the schools are staffed equitably based on need and enrollment. The Business Services Department ensures that all Federal Comparability indicators are met annually. Other funds, such as SCE are also allocated to campuses. All budgets are based on a per pupil allocation; students in each program are allocated funds based on their coding and the supports needed. Campuses are not allotted a total amount, it is allocated by student, program and services that they receive.

Descriptor 5: Nature of Programs

Clint Independent School District (Clint ISD) utilizes the Schoolwide Program model, as authorized under Section 1114 of the Every Student Succeeds Act (ESSA), formerly Title I, Part A of the No Child Left Behind Act.

Clint ISD's Schoolwide Program is implemented as follows:

Goals: The primary goal of a schoolwide program is to enhance the entire educational program in a school, with a focus on students at risk of not meeting state academic standards.

- Targeted Assistance vs. Schoolwide: Schools with high poverty levels can choose to operate as a Schoolwide Program instead of a Targeted Assistance Program. Under a schoolwide model, all students can benefit from Title I services and supports.
- Comprehensive Needs Assessment: Schools operating a Schoolwide Program must conduct a needs assessment to identify specific needs and gaps in the educational program, which helps develop the Schoolwide Program plan.
- Campus Improvement Plans (CIP): Clint ISD's Campus Improvement Plans (CIP) serve as the schoolwide program plan, detailing strategies to address identified needs, including those related to parent and family engagement.
- Parent Involvement: Engaging parents in the planning, review, and improvement of the schoolwide program is a crucial requirement. Parents are included in advisory committees and invited to meetings where the CIP is discussed.

Examples of Support: The Schoolwide Program helps fund various initiatives and services, such as:

- Improving student academic outcomes.
- Building teacher and leadership capacity.
- Providing access to enrichment programs.
- Supporting students experiencing homelessness.
- Funding supplemental instructional materials.
- Providing extra duty pay for instructional staff and hiring professional staff.
- Offering professional development at both the district and campus levels.

Monitoring and Evaluation: The district, through its Federal Programs department, oversees the implementation and effectiveness of the Schoolwide Program, ensuring schools meet the requirements of the ESSA and provide high-quality education to all students.

Descriptor 6: Services to Homeless Children and Youth

Clint Independent School District (Clint ISD) provides various services to support students experiencing homelessness, guided by the McKinney-Vento Homeless Assistance Act. This act ensures that children and youth without a fixed, regular, and adequate nighttime residence have equal access to a free, appropriate public education. Clint ISD supports homeless students include:

- Designated McKinney-Vento Homeless Liaison: Clint ISD has a dedicated Homeless Specialist, Angelica Venzor, who serves as the liaison and can be reached at (915) 926-3250 or via email at angelica.venzor@clint.net.
- Identification and Enrollment: Clint ISD uses a Student Residency Questionnaire and staff checklist to identify students experiencing homelessness. Identified students are immediately enrolled, even without typical enrollment documents like proof of residency or immunizations.
- School Stability and Transportation: Homeless students can attend their school of origin and are provided transportation to ensure stability.
- Access to Services: Homeless students are eligible for comparable services, including transportation, educational programs, and automatic free school meals.

- Referrals to Community Resources: The liaison assists families in accessing community resources like 211 Texas, the Texas Youth Helpline, and various other agencies for food, bill assistance, and crisis support.
- Integration and Support: Homeless students are integrated into the regular education program and may receive support such as school supplies, clothing, immunizations, counseling, and tutoring.

Descriptor 7: Parent and Family Engagement Strategy

Clint Independent School District (Clint ISD) demonstrates a strong commitment to effective parent and family engagement, as evidenced by its various programs, policies, and resources aimed at fostering collaboration and communication between families and schools. Here are key aspects of Clint ISD's approach to parent and family engagement:

Partnerships and Policy:

- Clint ISD views family engagement as a shared responsibility involving families, schools, and the community to support student learning and well-being.
- The district has developed a comprehensive Parent and Family Engagement policy outlining its expectations and strategies for strengthening school and parent partnerships.

Communication and Information:

- Clint ISD uses a variety of communication channels to keep parents informed, including district and campus websites, newsletters, social media (like Facebook, Twitter, and Class Dojo), parent meetings, and parent-teacher conferences.
- Information related to school programs, meetings, and activities is provided in a format and language that all parents can understand.

Workshops and Learning Opportunities:

- Clint ISD offers various workshops and events for parents on topics such as literacy, technology, and understanding state academic standards.
- Campus-specific workshops like those offered at Carroll T. Welch provide opportunities for parents to learn about various topics and participate in school activities.

Building Capacity and Support:

- The district's Family Engagement Department plays a lead role in providing resources and programs for parents, such as parent classes and events focused on building school-home connections.
- Clint ISD provides access to technology on campus and support with instructional tools and strategies that parents can use to help their children at home.
- School counselors and other staff offer support to parents with needs like counseling sessions, program referrals, and home visits.
- Clint ISD partners with community organizations like Fab Lab El Paso and utilizes resources from ESC Region 16 to enhance parent involvement initiatives.

Involving Parents in Decision-Making:

- Parents are encouraged to be actively involved in their child's education and are included in decision-making and on advisory committees, such as the Campus Improvement Team (CILT).

Addressing Diverse Needs:

- Clint ISD recognizes and addresses the needs of diverse families, including those with students with limited English proficiency and disabilities, providing information in accessible formats and languages.

- Programs like the Prek Family Engagement Plan aim to create partnerships between families, schools, and the community to support a smooth transition into kindergarten.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Clint Independent School District (Clint ISD) provides free, full-day Prekindergarten (Pre-K) for children who will be 4 by September 1, 2025. Title I, Part A funding can support early childhood education programs within Clint ISD in several ways:

- A portion of the Title I allocation can operate a preschool program for eligible children, with a focus on those at risk of not meeting state academic standards. However, Title I funds cannot benefit all preschool children unless all schools are Title I schoolwide programs.
- Title I schools with schoolwide programs (at least 40% low-income students) can use funds for a preschool program serving all eligible children in that school.
- Title I schools with Targeted Assistance Programs can use funds for a targeted preschool program serving only eligible children who meet specific criteria.
- Title I funds can also supplement other publicly funded preschool programs like Head Start, potentially extending hours or services for Title I eligible children.

If Title I funds are used for preschool programs, they are considered Title I programs and must follow all Title I requirements, including parent and family engagement.

Early Childhood Education Focus within Title I:

- Title I funds can support professional development for teachers and paraprofessionals in Title I preschool programs.
- Funds can be used to expand access to high-quality Pre-K programs for high-need families, including professional development and compensation for staff.
- Clint ISD prioritizes family engagement in Pre-K, focusing on family support networks, community resources, family involvement in decision-making, providing resources for home learning, professional development, and evaluating engagement efforts.

Clint ISD uses Title I, Part A funding to enhance its early childhood education programs, particularly for children from high-need families, through direct services, staff development, and family engagement initiatives.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

This is not applicable. Clint ISD does not implement a Targeted Assistance Program.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Clint ISD partners with many entities to support our students while they attend Clint and after they have graduated. Clint ISD has a partnership with El Paso Community College where we offer dual credit courses at all high schools as well as P-TECH and Early College Programs. High school students have the opportunity to graduate from with Clint ISD with an associate degree at all of our high schools. In conjunction with our partnership with El Paso Community College, the University of Texas - El Paso, assists our early college students who have attained their associate degree with continuing enrollment in upper level courses at the university. To offer another avenue for students to attain college credit,

while enrolled in our district, we partner with the University of Austin - OnRamps to offer dual credit offerings through their university. This is an option at all campuses.

The district also has a College Readiness Facilitator and counseling support at all campuses. These staff assist with providing guidance on FAFSA, completing other college requirements, ensuring students have access to course work and provide documentation to our partners. The counselors at the elementary and middle schools conduct transition programs throughout the spring to showcase programs, course offerings and help register students across campuses.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Clint ISD has a robust early college and P-TECH program which is provided at all campuses. Students have the opportunity to attend college courses at all high schools. All high schools have counseling programs and college readiness supports to ensure students are provided with options while they attend high school. All 8th graders take the College/Career Readiness course where they explore career and college options and identify interests. During each spring, the high schools bring 8th graders to the high school campuses to inform all students about the programs that are offered. Campuses also have the campuses meet with students to help them design their high school plan. All counselors meet with students throughout their high school career to ensure they are supported.

Clint ISD provides the following college programs at all campuses:

- P-TECH or Early College programs
- Dual Credit Courses
- Dual Enrollment (OnRamps)
- AP courses
- CTE programs with certifications and associate pathways.

Descriptor 11: Discipline Disproportionality

The counseling department has implemented the Circles program to support students' well being. We utilize Circles as a specific trauma-informed practice to create safe spaces that foster positive relationships, offer intentional opportunities to practice regulation skills, and help students feel seen, loved, and important. Research shows that when these four building blocks (safety, regulation skills, positive relationships with responsible adults & sense of belonging) are systematically embedded into school culture, academic success increases—and they serve as critical protective factors against suicide. The district has piloted the program at several schools and saw a large drop in discipline issues. All campuses also have Zen Zones that support students who may need to be in a calm setting to self-regulate.

The district team also reviews data and provides support to the campuses on ways to lower discipline practices that remove students from the classroom. The team meets quarterly to review data and support campuses with discipline alternatives. The district has implemented the VFO program for first time offenses in which students attend a parent/student session to learn which is restorative. These first offense mitigate a placement at the alternative campus for the use/possession of vapes. All campus administration attend professional development on discipline measures and alternatives to removing students from the classrooms.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

General Education and CTE teachers work collaboratively to support the integration of academic skills into CTE program of study. Clint ISD teachers, faulty, administrators and counselors participate in professional learning to integrate CTE and the academic curriculum. CTE teachers participate in PLCs with academic teachers and Cross curricular projects with CTE and academic classes.

As a district, we have also increased the opportunity for students to participate in dual credit and advanced academic courses through our partnership with El Paso Community College. The CTE director, CTE campus administrators and school counselors meet every year during the spring time to develop integrated curriculum models where CTE courses are aligned with advanced academic core subjects. One example, we continue to strive in offering AP courses in Computer Science at all three high schools and at our early college academy. Clint ISD is a district of innovation; we foster STEM initiatives that are supported by advanced technology and a high-level academic coursework math and science.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

The Clint ISD CTE department offers over 15 programs of study at all of our high school campuses. These programs of study are aligned to local industry needs and job openings. Clint ISD offers multiple POS to include but not limited to: Arts, A/V preparing students in graphic design, digital media and animation; Agricultural preparing students in animal science, AG mechanics and environmental systems; Business helps students gain skills in marketing, accounting, and entrepreneurship; Education and Training prepares students in teaching and child development; IT supports skill development in computer programming, cybersecurity, and IT support; Health Science where students focus on healthcare careers and builds medical knowledge; and Manufacturing for building skills in robotics and precision manufacturing.

Currently, our district extends WLB opportunities within CTE practicum courses. Collaboration between Clint ISD, Workforce Solutions Borderplex, El Paso Community College, and industry/business partners is key in the reinforcement of our WBL initiative. Clint ISD collaborates with employers/industry partners to expand work-based learning by identifying industry needs, developing tailored programs, facilitating student placements, providing support, and monitoring outcomes. This partnership bridges the gap between education and workforce demands, ensuring students gain relevant skills and experiences for future success.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Clint ISD uses the Kilgore Observation Inventory to screen all kindergarten students and assist teachers with observing the areas of gifted-ness. Students who show a high attainment on the KOI, are then tested for GT with the full battery of assessments. The district has a GT coordinator at all campuses who ensures that the GT nomination process and assessments are completed. Clint ISD has an elementary pull out program with GT teachers assigned to each campus. The teachers use the Texas GT Standards projects as the curriculum. Middle school campuses have a section on the master schedule where students are enrolled for their GT services. High school students are enrolled in honors courses. All teachers in the district receive the 30 Core Hour training which is monitored by the Curriculum and Instruction Department. Furthermore, to assist teachers, the district purchases online GT professional development software to support teachers with completing their 30 core hours and annual 6 hour updates. Campus administration assist the teachers with developing programs and providing funding as needed to ensure the program is successful.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Clint ISD Libraries are transformed into Makerspace learning environments at all campuses which are technology rich and hands on. Clint Independent School District (Clint ISD) utilizes makerspaces within its schools to offer students hands-on learning experiences and cultivate a "maker mindset". The district has set a standard that all libraries provide students with the ability to engage in the following:

- Makerspace building experiences
- Gaming
- Robotics
- Drones
- 3-D Design and Printing
- Critical thinking activities.

Activities: Students engage in various projects, utilizing tools and materials that encourage experimentation, tinkering, and invention. Activities might include things like building structures, crafting with different materials, and exploring basic circuitry. The specific activities can vary by grade level, with more complex projects like designing for 3D printing or laser cutting offered to high school students.

Learning outcomes: Maker-spaces are designed to help students develop essential skills such as critical thinking, resilience, and communication. They also promote self-directed learning and encourage students to learn from their failures as part of the creative process.

Title I Personnel

Name	Position	Program	FTE
Aragon, Cecilia	Secondary ELAR Coordinator	Title I, Part A	1.0
Gasca, David	Secondary Math Coordinator	Title II, Part A	1.0
Jesus Munoz	Elementary Bilingual Coordinator	Title III, Part A (ELA)	1
Leday, Beatriz	Title I Coordinator	Title I, Part A	1.0
Melendez-Magana, Ruth	Secondary Math Coordinator	Title I, Part A	1.0
Montero, Elba	Clerk Federal Programs	Title I, Part A	1.0
Obed Hernandez	Instructional Technology Coordinator	Title II, Part A	1
Ramirez, Jose	Social Studies Instructional Coordinator	Title II, Part A	1.0
Venzor, Angelica	McKinney-Vento Homeless Specialist	Title I, Part A	1.0
Victor Hernandez	Secondary ELAR Coordinator	Title II, Part A	1
Villanueva, Erica	Bilingual Coordinator/Parent Involvement	Title III, Part A (ELA)	1

District Improvement Committee

Committee Role	Name	Position
Business Representative	Myrna Zapata	Clint Area Business Representative
Parent	Higareda Zoila	Montana Area Parent Representative
Business Representative	Oscar Pina	Montana Area Business Representative
Cabinet Representative	Gisela Lucero	Chief Technology Officer
Classroom Teacher	Andy Avalos	Bilingual Program Representative
Classroom Teacher	Hugo Salazar	CJHS Teacher
Classroom Teacher	Robert Rodriguez	EMMS Teacher
Classroom Teacher	Jessica Cortez	FME Teacher
Parent	Rod Chavez	Clint Area Parent
Classroom Teacher	Lorraine Bustamante	DHE Teacher
Non-Teaching Professional	Edna De La Fuente	Montana Area Administration
Classroom Teacher	Michelle Hernandez	CTE Program Representative
Non-classroom Professional	Maria Hernandez	GT Program Representative
Parent	Andrea Villa Gomez	Horizon Area Parent
Classroom Teacher	Andy Avalos	CTW Teacher
District-level Professional	Crystal Fuentes	Central Office Administrator
Classroom Teacher	Elizabeth Ariola-Reza	WDS Teacher
Classroom Teacher	Annette Jaramillo	REMS Teacher
Non-Teaching Professional	Mabel Garcia	Clint Area Administrator
Non-classroom Professional	James Ryan	State Comp. Education Representative
Classroom Teacher	Cinthya Hernandez	CECA Teacher
Superintendent	Dr. Juan Martinez	Superintendent
Classroom Teacher	Rogelio Baeza	MVHS Teacher
Non-classroom Professional	Karen Garcia	SPED Representative
Classroom Teacher	Christina Goranson	MVE Teacher
Classroom Teacher	Gwendolyne Holland	RSE Teacher
Classroom Teacher	Maria Sims	HHS Teacher

Committee Role	Name	Position
Classroom Teacher	Christopher Clapp	HMS Teacher
Classroom Teacher	Juan Ferrerira	CHS Teacher
Cabinet Representative	Rene Chavez	Chief Human Resource Officer
Cabinet Representative	Anthony Prado	Chief Operations Officer
Cabinet Representative	Jennifer Parker	Assistant Superintendent
Cabinet Representative	Jessie Cline	Chief Financial Officer
Chairperson	James Littlejohn	Assistant Superintendent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	DUAL CREDIT ONLINE COURSES-		$59,000.00
1	5	1	Contracted Services for SAT		$100,000.00
1	5	2	Tuition Costs	199.11.6221.0.30	$150,000.00
1	5	3	Tuition	199.11.6223	$100,000.00
1	5	3	TEXT BOOKS- DUAL CREDIT	199E116321	$140,000.00
1	5	8	Tuition for AP Institute	199.13.6221	$20,000.00
1	5	11	Extra Duty Pay	199.11.6100	$0.00
1	5	12	CTE Resources	199.11.6399	$40,000.00
1	5	13	Instructional Resources	199.11.6495	$0.00
1	5	15	Instructional Resources and Equipment		$0.00
1	5	16	Instructional Resources		$5,000.00
1	6	1			$0.00
1	6	2	SOFTWARE -	199	$9,350.00
1	6	2	Instructional Resources and Software	199.11.6321	$157,449.00
1	6	9			$2,000.00
1	6	12	Instructional Resources		$40,000.00
1	6	13	ELL Resources; Materials and instructional supplies		$400,000.00
1	6	14	CTE Transportation and Fees		$1,000.00
1	6	14	Science Fair Competition Fees		$10,000.00
1	6	15	TECHNOLOGY EQUIP-LAPTOPS		$2,300.00
1	6	15	Technology Resources/Software		$184,300.00
1	6	16	Staff Salaries		$0.00
1	6	19	Equipment		$65,000.00
1	6	20	Supplemental supplies associated with Pregnancy Related Services (PRS)	199 E 11 6399 F5 802 0 24	$1,000.00
1	6	20	Furniture Costs associated with Pregnancy Related Services (PRS)	199 E 11 6412 F5 802 0 24	$150.00
1	6	22	FRONTLINE EDUCATION		$10,000.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	23	Extra Duty Pay and Resources		$0.00
1	6	24			$0.00
1	7	1			$5,000.00
1	9	1	Professional Development		$5,500.00
1	9	2	GT PROFESSIONAL DEVELOPMENT	199.13.6239.00.805.0.21	$1,000.00
1	9	2	GT Professional Development Software	199.11.6247.806.00.21	$5,000.00
1	9	3	Materials and Supplies		$0.00
1	9	5	Professional development	199.13.6239.22	$1,000.00
1	9	5	Travel for Conferences	19.13.6411.24/37	$3,500.00
1	9	6	Travel for Professional Development	199.31	$4,000.00
1	9	6	Travel for Professional Development	199	$16,000.00
1	9	7	Travel for Professional Development		$0.00
1	9	8	Professional Development, Resources and Extra Duty		$32,500.00
1	10	1	Instructional Resources		$5,000.00
1	10	2	Emergent Bilingual Students- Instructional Resources, Software or License Renewals		$50,000.00
1	10	3	Instructional Resources		$10,000.00
1	10	4	Extra Duty Pay/General Supplies		$0.00
1	10	5	Instructional Resources for ELL		$5,000.00
1	10	6	General Supplies		$0.00
1	10	7	LPAC Materials		$0.00
1	10	17	Instructional Resources for staff & classrooms		$125,000.00
1	10	17	Transportation for 7 on 7 Football game		$500.00
1	10	17	Instructional Resources for staff & Classrooms		$85,000.00
1	10	18	Contracted Services		$1,000.00
1	10	19	Transportation		$500.00
1	10	19	Event equipment, event supplies/materials, travel and subsistence		$1,000.00
1	10	20	Resources for staff		$71,322.00
1	10	21	Contracted Services		$32,000.00
1	10	22	Resources for staff		$50,000.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1	ECF CHROMEBOOK LAPTOPS	199 E 11 6382 00 851 0 30 ECF	$829,931.07
1	11	1	T-Mobile Services	199 E 11 6299 99 851 0 30 000	$56,000.00
1	11	1	Technology Bus Wifi Equip	199.E11.6399.00.851030.ECF	$18,900.00
1	11	1	Technology Installation/PlayLu	189.E11.6299.00.851.0.30.F22	$28,000.00
1	11	1	Technology Resources/PlayLu Materials & Equipment	189.E11.6391.00.851.30.F22	$25,000.00
1	11	1	Technology Resources/PlayLu Audio/Visual Equipment	189.E11.6390.00.851.0.30.F22	$131,000.00
1	11	1	Technology Equipment, Software		$700,000.00
1	11	4	Coordinator Training		$1,000.00
1	11	5	Travel for Professional Development	199.21.6411.00.803.0.99	$0.00
1	11	6	Technology NearPod Software	199.11.6247.NP.xxx.0.30	$76,300.00
1	11	6	Technology Screencastify Software	199.11.6247.SC.xxx.0.30	$13,300.00
1	11	6	Technology PlayLu Installation	189.11.6299.00.851.0.30.F22	$28,000.00
1	11	6	Technology Pear Deck Software	199.11.6247.PR.XXX.0.30.	$27,100.00
1	11	6	Technology Classkick Software	199.11.6247.CK.xxx.0.30	$29,400.00
1	11	6	PlayLu Relocation & Installation	199.E11.6299.99.851.0.30.000	$11,400.00
1	11	6	Technology Software, Classroom Furniture		$702,000.00
1	11	6	Technology PlayLu Audio/Visual Equipment / PA & Speaker Equip	189.11.6390.00.851.0.30.F22	$131,000.00
1	11	6	Technology Adobe Creative Cloud Software	199E11.6247.00.851.0.30	$12,250.00
1	11	6	Technology Materials	189.11.6391.00.851.0.30.F22	$10,000.00
1	12	3	Travel for Professional Development	199.21.6411.00.803.0.99	$0.00
1	12	5	Student Assistive Technology		$0.00
2	1	1	General Fund	Fund 199	$0.00
2	1	2	General Fund	Fund 199	$0.00
2	1	4	General Fund	Fund 199	$0.00
2	1	5	General Fund	Fund 199	$0.00
2	1	6	General Fund	Fund 199	$0.00
2	1	7	General Fund	Fund 199	$0.00
2	1	11	General Fund	Fund 199	$0.00
2	1	12	General Fund	Fund 199	$0.00
2	1	14	General Fund	Fund 199	$0.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	15	General Fund	Fund 199	$0.00
2	3	5	Funding for professional development		$3,000.00
3	2	1	Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility.		$0.00
3	2	1	SCE Funds		$0.00
3	2	3	Mileage Reimbursement	PIC 21	$0.00
3	2	3	Mileage Reimbursement	PIC 37	$1,500.00
3	2	3	Mileage Reimbursement	PIC 25	$0.00
3	2	3	Mileage Reimbursement	PIC 23	$1,500.00
3	3	2	Employee travel with the use of local funds - State & Local	199.E21.6239/6411.00.802.0.99	$0.00
3	3	2	Virtual TEHCY Required Training and TEHCY Statewide Summit for District/ Campus Personnel	199.E21.6411.00.802.0.99	$1,180.00
3	3	3			$6,000.00
3	4	1	State and local funding.		$0.00
4	1	1	Recruitment of highly qualified personnel.	199.E41.XXXX	$0.00
4	1	2	General Supplies		$0.00
4	1	4	Recruitment of highly qualified personnel.	199.E41.XXXX	$0.00
4	1	5	Recruitment of highly qualified personnel.	199.E41.XXXX	$0.00
4	1	7	Recruitment of highly qualified personnel.	199.E41.XXXX	$0.00
4	1	9	General Fund	199.E41.XXXX	$0.00
4	2	1	General Fund	199.E11.XXXX	$0.00
4	2	2	TIA Designation Distinction funds		$0.00
4	2	3	Recruit and retain qualified personnel.	199.E41.XXXX	$0.00
4	2	5	General Fund	199.E41.XXXX	$0.00
4	2	7	General Fund	199.E11.XXXX	$0.00
4	2	8	General Fund	199.E41.XXXX	$0.00
4	2	9	General Fund	199.E41.XXXX	$0.00
4	2	11			$0.00
4	2	12			$0.00
4	3	1	Professional growth opportunities	199.E41.XXXX	$0.00

199 GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	2	Professional growth opportunities	199.E41.XXXX	$0.00
4	3	4	Professional growth opportunities	199.E41.XXXX	$0.00
4	3	5	Professional Development		$20,000.00
4	3	6		6411	$4,500.00
4	4	1	General Fund	199.E41.XXXX	$0.00
4	4	2	General Fund	199.E41.XXXX	$0.00
5	1	2	Registration Costs		$0.00
5	1	10	Contracted Services/Equipment		$0.00
5	1	14	Contracted Services		$0.00
				Sub-Total	$4,874,632.07

201 TITLE I SIP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1	Technology Equipment, Software		$0.00
				Sub-Total	$0.00

203 STRONG FOUNDATIONS IMPLEMENTATION GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	3	Resources and Staff Development		$37,500.00
				Sub-Total	$37,500.00

206 TEHCY					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	13	1			$2,000.00
1	13	2			$27,092.00
3	3	2	Virtual TEHCY Training/Conferences - NAEHCY	206.E21.6411.F3.802.1.24	$2,060.00
				Sub-Total	$31,152.00

211 ESEA, TI A IMP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3	Professional Development/ Conferences	211.13.6411	$0.00
1	5	11	Credit Recovery Software	211.11.6247	$300,000.00
1	5	11	Extra Duty Pay	211.11.6100	$0.00
1	6	1			$0.00

211 ESEA, TI A IMP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Instructional Resources and Software		$86,929.00
1	6	2	SOFTWARE		$23,958.00
1	6	5			$78,000.00
1	6	6	Online Evaluation Software		$85,000.00
1	6	7	Contracted Services		$58,000.00
1	6	10	NWEA MAP	211.11.6247	$100,000.00
1	6	10	Contracted Services		$46,000.00
1	6	11	Extra-duty pay for summer school during the summer months.	211.E11.6117.00.699.0.24	$0.00
1	6	11	Supplemental supplies for summer school programs.	211.E11.6399.00.699.0.24	$0.00
1	6	12	Summer School Extra Duty Pay and Resources		$0.00
1	6	12	Intersession Extra Duty Pay and Resources		$0.00
1	6	13			$250,000.00
1	6	15	TEKS RESOURCE SYSTEM	211E116247t6XXX230000	$81,777.00
1	6	15			$250,000.00
1	6	15	Technology Resources/Software		$119,000.00
1	6	18	Vision services for children in schoolwide campuses.	211 PIC 24	$3,500.00
1	6	19			$1,000.00
1	6	23	Extra Duty Pay for Tutoring (October & March)	211 E 11 6117 00 802 0 24	$0.00
1	7	1			$6,000.00
1	9	1	Professional Development		$55,000.00
1	9	3	Extra Duty Pay/Resources		$0.00
1	9	5	Professional Development		$5,000.00
1	9	6	Travel for Professional Development		$2,000.00
1	9	7	Travel for Professional Development		$0.00
1	9	8	Professional Development and Resources		$16,150.00
1	9	9	Professional Development	211.13.6218.00.805.2.24	$13,000.00
1	9	10	Technology Resources		$0.00
1	10	1	Instructional Resources		$0.00
1	10	4	Extra Duty Pay/ Resources		$0.00
1	10	5	Instructional Resources for ELL		$0.00

211 ESEA, TI A IMP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	6	Instructional Resources		$0.00
1	10	15	Instructional Resources	211.11.6399.00.xxx.5.24	$0.00
1	11	1	Technology Equipment, Software		$115,000.00
1	11	1	CHROMEBOOKS		$66,750.00
1	11	2	Technology Extra Duty Pay	211.13.6117.00.803.5.30	$0.00
1	11	2	Region 19 Sessions	211.21.6239.00.803.5.30	$0.00
1	11	2	Computer Software and Resources	211.11.6395.Q4.XXX.7.30.000	$0.00
1	11	4	Travel for Conferences/Professional Development		$0.00
1	11	6	Technology Equipment		$204,000.00
1	12	2	Extra Duty Pay, Contracted Services	211.13.6117.00.803.5.30	$0.00
1	12	2	Region 19 Sessions	211.21.6239.00.803.5.30	$0.00
1	13	1	Instructional monitoring by Homeless Liaison - Salary for McKinney-Vento Specialist	211 PIC 24	$67,000.00
1	13	2			$3,000.00
2	3	3	Salary	211.11.6100	$0.00
2	3	4	Extra Duty Pay	211.11.6100	$0.00
2	3	8	PROFESSIONAL DEVELOPMENT	211E.31.6239	$1,000.00
3	2	1	Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility.		$0.00
5	1	2	Campus and District Activities		$10,000.00
				Sub-Total	$2,047,064.00

212 ESEA, TIP-C EDMI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	14	2	Shared Services Arrangement with Region XIX Migrant Education Program	Fund 212	$0.00
1	14	3	Shared Services Arrangement with Region XIX Migrant Education Program	Fund 212	$0.00
1	14	4	Shared Services Arrangement with Region XIX Migrant Education Program	Fund 212	$0.00
1	14	5	Fund 212	Fund 212	$0.00
				Sub-Total	$0.00

214 TITLE I, ESF-FOCUSED SUPPORT GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
1	6	2	TECHNOLOGY EQUIPMENT FOR STAFF		$80,000.00
1	6	13	Reading Materials		$1,400.00
1	7	1			$130,000.00
1	9	1	Professional Development- Mapping		$74,000.00
				Sub-Total	$285,400.00

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

225 IDEA, PART B PRES					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$0.00
				Sub-Total	$0.00

244 VOC ED BASIC GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	12	CTE Resources	244.11.6399	$3,500.00
1	9	1	Professional Development and Resources		$0.00
1	9	6	Travel for Professional Development		$0.00
				Sub-Total	$3,500.00

252 STRONGER CONNECTIONS GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	8			$57,000.00
5	1	2			$2,000.00
				Sub-Total	$59,000.00

253 TEACHER LEADERSHIP AND STRATEGIC STAFFING					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	15	TECHNOLOGY EQUIPMENT		$1,456.00

253 TEACHER LEADERSHIP AND STRATEGIC STAFFING					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	12			$7,000.00
				Sub-Total	$8,456.00

255 ESEA, TIIA,TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	SOFTWARE-		$35,000.00
1	6	2	Teacher and Principal Resources	255.13.	$5,000.00
1	6	15	TECHNOLOGY EQUIPMENT		$5,000.00
1	6	27	Resources for New Teacher Inductions		$35,000.00
1	9	1	Professional Development and Resources		$50,000.00
1	9	3	Extra Duty Pay/Resources		$23,000.00
1	9	4	Instructional Resources		$10,000.00
1	9	6	Travel for Professional Development		$7,200.00
1	9	7	Travel for Professional Development		$0.00
1	9	8	Professional Development and Resources		$17,700.00
1	10	5	RESOURCES-FIELD GUIDES		$5,000.00
3	2	1	Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility.		$0.00
4	2	12	Extra Duty Professional Development		$10,000.00
4	2	12	Residency Pay		$180,000.00
				Sub-Total	$382,900.00

261 STRONGER OST GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	17			$178,000.00
				Sub-Total	$178,000.00

263 ESEA, TIII LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	ELL Resources	263.11.6399	$25,000.00
1	6	2	EB RESOURCES	263.11.6329	$25,000.00
1	6	13	ELL Resources	263.11.6399	$60,000.00

263 ESEA, TIII LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	15	Technology Resources/Software		$82,000.00
1	9	1	Professional Development and Resources		$20,000.00
1	9	6	Travel for Professional Development		$0.00
1	9	6	Professional Development Via Virtual Sessions		$35,000.00
1	9	8	Professional Development and Resources		$10,000.00
1	10	1	ELL Instructional Resources		$28,000.00
1	10	2	ELL Materials		$46,000.00
1	10	3	ELL Resources		$30,000.00
1	10	4	ELL Resources		$5,000.00
1	10	5	Instructional Resources for ELL		$50,000.00
1	10	6	ELL Resources		$120,000.00
1	10	11			$50,000.00
3	2	1	Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility.		$0.00
5	1	2			$100,000.00
5	1	4	Technology Equipment		$10,000.00
				Sub-Total	$696,000.00

264 COMMUNITY SERVICE GRANT PROGRAM					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	15	TECHNOLOGY EQUIPMENT-LAPTOP	264.21.6383.00.805.1.24.D11	$1,400.00
1	6	15	AUDIO VISUAL	264.21.6390.00.805.1.24.D11	$60.00
				Sub-Total	$1,460.00

265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	INSTRUCTIONAL MATERIALS AND SUPPLIES		$50,000.00
1	6	15	Technology Resources-Laptops		$15,000.00
1	6	17			$600,000.00
1	9	6	Travel for Professional Development		$10,000.00
5	1	2			$2,000.00

265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	13	Program Resources		$200,000.00
				Sub-Total	$877,000.00

272 MEDICAID ADMINISTRATIVE CLAIMING PROGRAM					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	15	Technology Resources		$265,000.00
				Sub-Total	$265,000.00

281 TITLE IV, PART A SSAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Instructional Resources	281.11.6399	$35,000.00
1	6	14			$85,308.02
1	6	15	Activities to support effective use of technology	General Supplies	$700.00
1	6	15	Activities to support effective use of technology.	281.E11.6395.00.802.0.24	$0.00
1	9	1	Professional Development and Resources		$6,000.00
1	9	11	Professional Development, Supplies		$6,000.00
2	1	1	Funding for SRO's		$201,000.00
2	1	17			$40,000.00
2	3	2			$5,000.00
2	3	2	PBIS SOFTWARE	281.11.6247	$31,595.00
2	3	8			$30,000.00
3	2	1			$0.00
				Sub-Total	$440,603.02

285 IDEA-B PRESCHOOL ARP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	17	Supplemental materials & supplies		$6,000.00
				Sub-Total	$6,000.00

402 BLENDED LEARNING GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	15	TECHNOLOGY EQUIPMENT/SOFTWARE		$208,688.00
				Sub-Total	$208,688.00

406 AP COMPUTER SCIENCE GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	14	TRANSPORTATION		$500.00
				Sub-Total	$500.00

407 LASO CYCLE II STRONG FOUNDATIONS PLANNING					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	2			$97,222.00
				Sub-Total	$97,222.00

408 LASO CYCLE II TECH LENDING GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1	Technology Equipment		$166,850.00
				Sub-Total	$166,850.00

410 STATE INSTRUCTIONAL MATERIALS - IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2	Textbooks	410.11.6393.31	$70,000.00
1	5	9	Textbooks for college prep classes	410.11.6391	$10,000.00
1	6	2	SOFTWARE		$7,655.00
1	6	2	IMA TECHNOLOGY APPLICATIONS	410.11.6247	$11,000.00
1	6	2	Instructional Resources and Textbooks	410.11.6321	$100,000.00
1	6	13	Textbooks	410.11.6321	$250,000.00
1	9	10	Technology Resources		$0.00
1	11	1	Technology Equipment, Software		$0.00
1	11	3	Instructional Technology Coordinators Salaries	410.11.6119	$0.00
1	11	6	Technology Equipment		$0.00
				Sub-Total	$448,655.00

412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Extra Duty Pay - Stipends	412.XX.61XX.00.805.3.214	$15,040.00
1	8	2	Contracted Services	412.21.6299.00.805.3.24	$87,500.00
1	8	3	Resources	412.21.63XX.00.805.3.24	$4,966.00
1	8	3	Travel and Hospitality for Staff	412.21.64XX.00.809.3.24	$12,000.00
1	9	8	PROFESSIONAL DEVELOPMENT AND RESOURCES		$8,000.00

412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$127,506.00

413 AP COMPUTER SCIENCE PRINCIPLES GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	14	MATERIALS AND SUPPLIES		$7,000.00
				Sub-Total	$7,000.00

414 STRONG FOUNDATIONS IMPLEMENTATION CYCLE 3					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	21	Contracted online services		$25,000.00
1	8	3	Resources and Staff Development		$805,000.00
				Sub-Total	$830,000.00

436 SCHOOL SAFETY STANDARDS FORMULA GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	8			$16,000.00
2	1	11			$350,000.00
				Sub-Total	$366,000.00

437 SPECIAL REVENUE TCLAS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	13	Textbooks		$40,000.00
1	6	15	TECHNOLOGY RESOURCES/SOFTWARE		$30,000.00
				Sub-Total	$70,000.00

443 INTERACTIVE ONLINE LEARNING GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	SOFTWARE	NEWSELA	$17,100.00
1	6	3	Contracted Services		$35,000.00
1	6	3	Stipends for Teacher		$22,500.00
				Sub-Total	$74,600.00

475 ACE PASO DEL NORTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$2,000.00
				Sub-Total	$2,000.00

Addendums

Clint ISD Central Office
14521 Horizon Boulevard
El Paso, TX, 79928
Phone (915) 926-4000

Clint Independent School District
Title I, Part A Plan
2025-2026

The Clint ISD Title I, Part A plan in accordance with Section ESSA Section 1112(b) ensures that all children receive a high-quality education, and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. Evidence of the statutorily required descriptions can be found in relevant pages of the Title I, Part A and/or the District Improvement Plan.

ESSA Section 1112(a)(3)(B)(i)
The Clint ISD plan provides that schools served with Title I, Part A funds substantially help children served underTitle I, Part A to meet challenging State academic standards.

ESSA Section 1112(a)(5)
Clint ISD shall periodically review, and as necessary, revise the Title I, Part A Program Plan.

ESSA Section 1112(b)(1)
Clint ISD monitors students' progress in meeting the challenging State academic standards by: —

1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

2) Identifying students who may be at risk for academic failure;

3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

ESSA Section 1112(b)(2)
Clint ISD identifies and addresses 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.

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ESSA Section 1112(b)(3)
Clint ISD carries out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) for identified schools in our district.

ESSA Section 1112(b)(4)
Clint ISD uses poverty criteria to select school attendance areas under Section 1113.

ESSA Section 1112(b)(5)
Clint ISD does not have any neglected and/or delinquent facilities located within the school/district boundaries. The description for the Title I, Part A Program Plan will be included in the Schoolwide (Section 1114) and/or Targeted Assistance (Section 1115) plan as needed if a neglected and delinquent facility is identified.

ESSA Section 1112(b)(6)
Clint ISD provides services to homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services Clint ISD is providing under the McKinney-Vento Homeless Assistance Act.

ESSA Section 1112(b)(7):
Clint ISD's written parent and family engagement policy is included in the Clint ISD Plan in an effort to implement effective parent and family engagement under Section 1116.

ESSA Section 1112(b)(8)
Clint ISD supports, coordinates, and integrates services provided with Title I, Part A, with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

ESSA Section 1112(b)(9)
Clint ISD does not have targeted assistance campuses for the 2023-2024 school year. Clint ISD campuses are considered school-wide campuses.

ESSA Section 1112(b)(10)
Clint ISD implements strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, —

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1) coordination with institutions of higher education, employers, and other local partners; and

2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

ESSA Section 1112(b)(11)
Clint ISD supports efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

ESSA Section 1112(b)(12)
Clint ISD supports programs that coordinate and integrate —

1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and interaction with industry professionals and, if appropriate, academic credit; and

ESSA Section (b)(13)
Clint ISD proposes to use funds to meet the purposes of this grant and that the district determines appropriate to provide, which may include how the LEA will —

1) Assist schools in identifying and serving gifted and talented students; and

2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.