Calallen Independent School District

2024-2025 District Improvement Plan

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Mission Statement

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

Vision

Intentionally empowering today, to excel tomorrow.

Core Beliefs

In CISD, we believe that...

- All students have the right to a well-rounded, high-quality education.
- It is important to adapt to the changing environment while maximizing the available resources.
- The purpose of public education is to develop life-long learners and productive citizens to sustain a strong economy and a democratic society.
- All students can learn in engaging, interactive environments through varied methodologies.
- Students need to be critical thinkers and problem solvers to function successfully in an ever changing global society.
- All students deserve a safe, nurturing learning enviroment.
- Partnerships among school staff, parents/guardians and community are vital to a quality education.
- All students and staff function effectively in an environment of mutual respect and positive relationships.

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Summary

The community of Calallen is on the Nueces River in north central Nueces County. It is approximately 16 miles from Corpus Christi, Texas. Calallen ISD is comprised of approximately 40 square miles and is bordered by Robstown ISD and Tuloso-Midway ISD in Nueces County. Calallen ISD moved from a 5A district in 2019 and has maintained 4A district status since 2020. CISD serves almost 4000 students per year and has six campuses: one high school, one middle school, two grade 3-5 intermediate campuses and two PK-2nd grade primary campuses.

- Enrollment started to decrease in 2009-10 and has shown a slight increase in the past few of years to just over 4000 students; however, COVID lowered those numbers somewhat for the past couple of years. The growth of jobs and housing in the community is expected to continue and will therefore cause an increase in enrollment.
- The Hispanic population has increased from 48.6% in 2010 to 64.4% in 2022 while the white population has decreased from 45.9%in 2010 to 32.5% in 2022.
- Although the special education enrollment was up and down over the last 10 years, it has increased from 9.4% in 2009 to 12.3% in 2022.
- The Emergent Bilingual student population maintained an average of about 2% for several years; however, Fall 2022 PEIMS Snapshot Report showed an Emergent Bilingual population of 3.2%.
- The economically disadvantaged population rose from 45% in 2010 to 51.9% in 2022.

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

With regard to staff quality, recruitment, and retention, CISD teachers are state certified and instructional paraprofessionals are highly qualified. Positions funded with state allotment and federal funds are evaluated annually for necessity and effectiveness. CISD has systems in place to support new teachers such as New Teacher Orientation and a CATS Mentor Program. Professional development needs for teachers new to the district, as well as our returning teachers, are analyzed and provided either by the district or the ESC. CISD has structures in place to ensure that teachers and others implement training objectives effectively in the classroom. The structures include walk-throughs, T-TESS evaluations, and administrator coaching feedback. Teachers in need of support receive additional assistance from department chairs, classroom observations, mentor teachers, instructional deans, and administrator coaching. In addition, a wide range of CISD stakeholders are consulted in order to ensure necessary and beneficial professional development opportunities are offered to all staff.

Strengths

- Despite the increase in enrollment and diverse populations, CISD continues to achieve academic performance at high levels in comparison to the region and state. The district accountability rating went from a B rating in 2018 to an A rating in 2019, but dropped to a B rating (88) in 2022. Wood River Elementary also achieved an an A rating in 2022.
- The continuous and gradual increase in overall enrollment shows the desire of families to move their children to CISD.
- The increase in economically disadvantaged students allows the elementary and intermediate campuses to maintain Title I status and receive federal funding. While the middle school and high school qualify for Title I funds, our efforts are directed at the lower grade levels to prepare students for the rigor in the secondary grade levels.
- Calallen ISD strives to maintain small class sizes under 22 (approximately 19 on average).
- Graduates impact locally and globally.
- Learning environments promote inclusion.
- Focus on social and emotional growth in the district.
- Focus on building and sustaining relationships.

Problem Statements Identifying Culture of Performance & Preparedness Needs

	Problem Statement	Root Cause
1 ★	PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students.	: The district Hispanic population has increased from 48.6% in 2010 to over 64.4% in 2022, and the economically disadvantaged student population has increased from 45% in 2010 to 51.9% in 2022.

★ = Priority

Demographics

Summary

The community of Calallen is on the Nueces River in north central Nueces County. It is approximately 16 miles from Corpus Christi, Texas. Calallen ISD is comprised of approximately 40 square miles and is bordered by Robstown ISD and Tuloso-Midway ISD in Nueces County. Calallen ISD moved from a 5A district in 2019 and has maintained 4A district status since 2020. CISD serves almost 4000 students per year and has six campuses: one high school, one middle school, two grade 3-5 intermediate campuses and two PK-2nd grade primary campuses.

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- The Hispanic population has increased from 48.6% in 2010 to 64.4% in 2022 while the white population has decreased from 45.9%in 2010 to 32.5% in 2022.
- Although the special education enrollment was up and down over the last 10 years, it has increased from 9.4% in 2009 to 12.3% in 2022.
- The Emergent Bilingual student population maintained an average of about 2% for several years; however, Fall 2022 PEIMS Snapshot Report showed an Emergent Bilingual population of 3.2%.
- The economically disadvantaged population rose from 45% in 2010 to 51.9% in 2022.

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- Calallen ISD strives to maintain small class sizes under 22 (approximately 19 on average).
- Graduates impact locally and globally.
- Learning environments promote inclusion.
- Focus on social and emotional growth in the district.
- Focus on building and sustaining relationships.

Problem Statements Identifying Demographics Needs

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Student Learning

Summary

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

Strengths

Calallen ISD strives to achieve the following STAAR test goals: at or above 90% Approaches, 60% Meets, and 30% Masters in all grades and subject areas. Two tested areas met the 90% Approaches goal, 11 sections were above 60% at the Meets level and 7 sections met the above 30% threshold in the Masters category . We will continue to set high expectations for learning in order to meet these goals.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	District English II EOC scores decreased in all three performance categories from 2021. The Approaches category went from 85% in 2021 to 84% in 2022. The Meets category went from 75% in 2021 to 73% in 2022. The Masters category went from 16% in 2021 to 8% in 2022. District writing performance continues to be a challenge for teachers and students.	COVID, virtual learning, increased rigor and passing standards, and other factors contributed to learning loss and made it more difficult for students to meet the Meets and Masters level. In addition, teacher turnover and continuous change in diverse populations result in more need for PD and aligned resources.
2	District 3rd grade math decreased from 79% grade level in 2021 to 77% in 2022. 5th grade math decreased from 51% to 46% in the Meets in 2022	COVID continues, realignment of math TEKS, and other factors contributed to learning loss and made it more difficult for students to achieve the Meets and Masters level. We must identify gaps that need to be addressed with PD, technology and other teacher resources.
3	Although the district implemented continuous learning, there is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance students toward meeting targeted goals, with emphasis on learners who did not participate in continuous learning and are served through special education and English learners.	Lack of multiple data sources across the district being used to show evidence of learner growth.
4 ★	There is a need to increase the student growth domain of all students at all 3 levels of performance (Approaches, Meets, and Masters).	Lack of focus on growth for all students.
5 ★	STAAR scores of special education and emergent bilingual students decreased. Data continues to show that special education and Emergent Bilingual students struggle to perform satisfactorily on state assessments across the state and district.	COVID, virtual learning, and other factors contributed to learning loss. The growing diverse populations, especially with special education and emergent bilingual students, and the STAAR passing rates amongst those students show a continuous need for resources and professional development targeting strategies for special education and bilingual emergent students.

6	There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.	Limited time to collaborate.
7	Align all CTE courses with an industry credential opportunity based on the TEA industry-based certification list for accountability and ensure multiple opportunities for all students to meet their CCMR through aligned programs of study and college readiness.	Lack of alignment/sustainability within our CTE/ CCMR programs and the focus on career, life readiness, and certifications offered.

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District Processes & Programs

Summary

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

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

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

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

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

Professional Learning

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

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

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

Programs and Opportunities for Students

Technology Integration

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

Career and Technical Education

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

Dyslexia Program

CISD provides support to identified dyslexia students through direct interventions and the monitoring of in-class accommodations. Consent for evaluation is sought for a Full Individual and Initial Evaluation (FIIE) through the special education department. If the parent does not give consent for an FIIE, then consent is sought for a Section 504 evaluation to be conducted by the dyslexia therapists. The district provides parent education opportunities as well as staff development opportunities for general education teachers to increase dyslexia awareness.

Early Childhood Education

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

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2023-2024 school year, two primary and two intermediate schoolwide campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Calallen ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners.

Counseling and Mental Health Services

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

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

School counselors work with students at developmentally appropriate levels to teach problem-solving skills and conflict resolution, through individual counseling sessions, group counseling and classroom guidance as necessary. Restorative Practices is an integral component in the district's counseling program and is consistent among all campuses. It is an effective component for instilling and strengthening students' social skills and empathy. These skills are critical for influencing students' abilities to self-advocate and resolve conflicts in a positive manner. All school staff members are trained in recognizing students who may be at risk of suicide. CISD will also be implementing the QRP training to staff and community members to spread awareness of suicide and suicide prevention strategies.

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

Emergent Bilingual Program

CISD seeks to provide excellence in education for emerging bilingual students through service rooted in integrity and innovation; advocacy for emerging bilingual students and their families; and affirmation and advancement of the strengths of a diverse community. Students with a primary language other than English who are identified as emerging bilingual students shall be provided a full opportunity to participate in an Emergent Bilingual program. Emergent Bilingual program services are offered at all Calallen ISD campuses. (Title III funds and PIC 25)

Gifted and Talented Program

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

Coordinated Health Program

The district ensures all students in physical education classrooms are physically active. The district also ensures, on an annual basis, all physical education classrooms conduct and report the results of the physical fitness assessment, FitnessGram, and then submits the district data to the state and requires all students to complete the state recommended minutes (elementary)/credits (secondary) for physical education and requires all students to take one semester credit of health for graduation. The district also supports Coordinated Approach to Child Health (CATCH) initiatives in elementary/junior high and complies with all requirements for School Health Advisory Council (SHAC), providing an annual SHAC report to the school board. Our district curriculum for physical education and health incorporates a Coordinated School Health approach in the unit plans for grades K-12. All students in grades 3-12 enrolled in a physical education course participates in the annual FitnessGram. A variety of physical education units of study options are available in the curriculum to allow for personalized learning experiences, based on student needs, in grades K-12.

Procedures

Discipline Management

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

Bullying and Violence Prevention

Calallen ISD has multiple policies in place which prohibit bullying, including cyberbullying, as defined by state law. Procedures are in place for campus reporting, including anonymous reporting of bullying. Each campus conducts an investigation based on the allegations of the report and takes appropriate action. Parents of the victim and student accused of bullying are both notified of the results of the investigation and subsequent actions which will prevent future bullying.

Calallen ISD has policies and procedures aligned with Federal and State laws such as implementing an anonymous reporting system.

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

Strengths

- Calallen ISD offers top notch professional development for teachers including best practices and researched based methods.
    - *Professional Development Needs Assessment Survey Data-Data Source*
- Calallen ISD continues to evaluate program strength and weaknesses as well as program usage and value (including all programs related to technology integration) to ensure they are aligned with district goals.
- Calallen also offers curriculum writing time and PLC time at each campus.
- Calallen ISD offers a variety of trainings including face-to-face campus offerings and online offerings.
    - Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.
- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.
- Numerous opportunities to engage with staff and the educational process are available to parents and community members at both the district and campus levels. Parent liaisons help cultivate parental interest in their children's school and activities. Parent liaisons help develop the children and families' relationships with the school district. They also serve as a liaison with the broader community by sharing the goals and vision of the school district.
    - *Parent and Family Engagement survey data - Data Source*
- The district's broad approach to student and family outreach is a major strength of the district.
- Strengths include active, frequent and predictable outreach and communication with stakeholder groups.
- The strengths of district professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for an increased emphasis on physical, mental, and social health and wellness for staff and students.	COVID-19 and uncertainty of the world around us.
2 ★	As noted under student learning section, STAAR scores have decreased in several subject areas and all grade levels (see Student Learning).	Professional development needs assessment survey results indicated a need by staff to receive more PD on best practices to engage and teach struggling learners.
3 ★	There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats.	Not enough time for professional development.
4	There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia.	Lack of knowledge and understanding of early reader deficiencies.
5	There is a need to continue to add opportunities for students to earn industry-based certifications.	Student indecision and programs of study without an associated credential.

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Perceptions

Summary

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

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

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

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

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

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

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

Additionally, Title I campuses place emphasis on parent and family engagement. 2022-2023 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel CISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

Strengths

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

Sources include:

- Longitudinal data showing discipline, attendance, academic achievement and more
- Student, teacher, and parent surveys
- Calallen ISD District Highlights
- Increased enrollment showing interest in our district
- We value collective engagement
- We value great teaching
- We value authentic relationships
- We value each individual's contributions
- High focus on academics and expectations for learning

Problem Statements Identifying Perceptions Needs

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

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	STAAR scores of special education and emergent bilingual students decreased. Data continues to show that special education and Emergent Bilingual students struggle to perform satisfactorily on state assessments across the state and district.	COVID, virtual learning, and other factors contributed to learning loss. The growing diverse populations, especially with special education and emergent bilingual students, and the STAAR passing rates amongst those students show a continuous need for resources and professional development targeting strategies for special education and bilingual emergent students.
2 ★	There is a need to increase the student growth domain of all students at all 3 levels of performance (Approaches, Meets, and Masters).	Lack of focus on growth for all students.
3 ★	There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats.	Not enough time for professional development.
4 ★	As noted under student learning section, STAAR scores have decreased in several subject areas and all grade levels (see Student Learning).	Professional development needs assessment survey results indicated a need by staff to receive more PD on best practices to engage and teach struggling learners.
5 ★	There is a need for an increased emphasis on physical, mental, and social health and wellness for staff and students.	COVID-19 and uncertainty of the world around us.
6 ★	PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students.	: The district Hispanic population has increased from 48.6% in 2010 to over 64.4% in 2022, and the economically disadvantaged student population has increased from 45% in 2010 to 51.9% in 2022.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**
- [x] **RDA data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- ☑ STAAR Emergent Bilingual (EB) progress measure data
- ☑ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☑ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☑ Postsecondary college, career or military-ready graduates 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
- ☑ Running Records results
- ☑ Texas approved PreK - 2nd grade assessment data
- ☑ Texas approved Prekindergarten and Kindergarten assessment data
- ☑ Other PreK - 2nd grade assessment data

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
- ☑ Special education/non-special education population including discipline, progress and participation data
- ☑ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- ☑ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ☑ Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- ☑ 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

- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the category of closing the gaps, as measured by the state accountability system at the district level from a scale score of 84 to 87 or above (it was 91 pre-COVID).

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Met Performance Objective

Strategy 1 ☑ Results Driven Accountability

Administer curriculum-based assessments in social studies and science grades 2-12; in math grades K-12 , and ELAR grades K-12.

Strategy's Expected Result/Impact: Data provided, interventions identified, scores, benchmark assessments, unit and quarter assessments

Staff Responsible for Monitoring: Campus admin, curriculum dept

Funding Sources: 199 - General Fund, , 255 - ESSA Title II, Part A TPTR,

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Continue/Modify

Strategy 2

Teachers in grades K-2 will utilize the Saxon Phonics and Spelling program to provide explicit instruction in phonemic awareness, phonics, decoding, spelling, and fluency. The program will be used to supplement Balanced Literacy instruction

Strategy's Expected Result/Impact: Increase in reading skills on formative and summative assessments

Staff Responsible for Monitoring: District and campus admin, teachers

Funding Sources: 199 - General Fund: Early Education,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Discontinue

Strategy 3 ☑ Results Driven Accountability

Continue to develop, refine, and implement a district-wide Response to Intervention (RtI) program using data for differentiation and NWEA MAP as a universal screener for grades K-9 in ELAR and math. For grades 10-12, provide funding for TSI and SAT prep materials. These may also be utilized in high school College Readiness Program. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.

Strategy's Expected Result/Impact: RtI Plan, MAP program data

Staff Responsible for Monitoring: Campus admin, curriculum dir, RtI team

Funding Sources: 199 - General Fund,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Strategy 4

Calallen Middle School encourages and implements career and academic awareness at the 6th, 7th, and 8th grade levels. Sixth graders will incorporate career awareness during the mentorship period, 7th grade in ITCE and CTE (construction trades), and 8th grade will incorporate in writing classes with the use of Naviance.

Strategy's Expected Result/Impact: Increased awareness of career options; number of students enrolled in classes

Staff Responsible for Monitoring: Campus admin, teachers

Funding Sources: 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

October	January	March	June
No Progress	No Progress	Some Progress	Discontinue

Strategy 5 ☑ Results Driven Accountability

Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. Provide funding for classroom resources and manipulatives for increased & enhanced hands-on learning experiences. Administrators will attend ARDs and report DMAC and NWEA progress measures if available.

Strategy's Expected Result/Impact: : Scores, benchmark assessments, guided reading level

Staff Responsible for Monitoring: Special education director and staff, teachers, campus admin, data analyst

Funding Sources: 224 - IDEA B, SpEd, , 199 - General Fund: Special Education,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Strategy 6

Monitor the number of emergent bilingual (EBs) mastering and or demonstrating growth as assessed on the TELPAS, DRC LAS Links, Riverside Insights, and appropriate STAAR assessment(s) continue to provide intervention strategies to address the needs of ELs and the necessary support and resources to achieve student success. Counselors will continually monitor emergent bilingual student progress.

Strategy's Expected Result/Impact: TELPAS and STAAR scores, SuccessEd, benchmark assessments, quarterly monitoring data and teacher/student evaluations, DRC LAS Links data, Riverside Insights

Staff Responsible for Monitoring: Special Programs Director, ESL certified staff, teachers with emergent bilingual students, campus admin, counselors, data fellow

Funding Sources: 199 - General Operating Bilingual, , 263 - ESSA Title III, Pt. A,

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Accomplished	Accomplished

Strategy 7

East and Wood River Elementary will continue to provide an early intervention model focusing on: systematic and explicit classroom phonics instruction for students in grades Prekindergarten (PK) through second grade; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan.

Strategy's Expected Result/Impact: Early identification and timely intervention to ensure each child reads by third grade, finds success in school, and graduates prepared to enter college or a career.

Staff Responsible for Monitoring: Supt., curriculum dir., campus admin, dyslexia specialists, parent liaisons

Funding Sources: 199 - General Fund: Early Education,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 8

Campuses will identify targeted student groups to improve student failure and attendance rates. Personalized instructional plans will be created and implemented for identified students. Contracted tutors will be provided during the school day for elementary students . For secondary students, support will be provided through a variety of means including a math and reading interventionist (B2), Grand Central Station (GCS), tutorials, and credit recovery. Counselors will implement attendance and intervention plans as needed.

Strategy's Expected Result/Impact: List of identified students, personalized instructional plans, student progress reports

Staff Responsible for Monitoring: Campus admin, deans of instruction, counselors, teachers

Funding Sources: 281 - ESSER II, , 199 - General Fund: SCE,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 9

Utilize Instructional Materials Allotment funds to purchase instructional materials to close the achievement gaps. Books for elementary math and social studies, PE and health. Digital programs such as Achieve 3000 to supplement instruction and provide tiered support, Learning.com, and BrightThinker.

Strategy's Expected Result/Impact: Student benchmark scores; Lexile growth, grades, Achieve 3000 data reports showing growth, reading levels

Staff Responsible for Monitoring: Campus admin, Tier II teachers, classroom teachers, curriculum dept

Funding Sources: 410 - Instructional Materials Allotment,

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Accomplished

Strategy 10

Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practice with students.

Strategy's Expected Result/Impact: Placement list, scores, benchmark assessments, discipline reports, data

Staff Responsible for Monitoring: DAEP teachers, campus admin, counselors

Funding Sources: 199 - General Fund: SCE,

Formative Reviews

October	January	March	June
		Some Progress	Continue/Modify

Strategy 11

The district will develop and implement a plan to assist preschool children in the transition from early childhood programs to elementary school programs. Provide training for on PK mandates, new guidelines, new adoptions, full-day PK curriculum, and PK certification requirements.

Strategy's Expected Result/Impact: Successful transition from early childhood programs to elementary school programs; parent outreach

Staff Responsible for Monitoring: Special education director, PK-2 campus admin, PK teachers

Formative Reviews

October	January	March	June
No Progress	No Progress	Moderate Progress	Continue/Modify

Strategy 12

Utilize evidence-based learning strategies such as guided reading and guided math to ensure alignment with the challenging State academic standards in grades K-5.

Strategy's Expected Result/Impact: Principal observations, improved reading and math scores

Staff Responsible for Monitoring: Campus admin, curriculum specialists

Funding Sources: 199 - General Fund, , 255 - ESSA Title II, Part A TPTR, , 199 - General Fund: Early Education,

Formative Reviews

October	January	March	June
No Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 13

The curriculum director (A18, B2, B12) and her team will plan and implement activities related to closing the achievement gap by addressing learning loss and providing school personnel with the resources necessary to address the needs of their individual students.

Strategy's Expected Result/Impact: Improved scores and student success

Staff Responsible for Monitoring: Supt, curr director, curr staff

Funding Sources: 255 - ESSA Title II, Part A TPTR, , 281 - ESSER II,

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Continue/Modify

Strategy 14 ☑ Results Driven Accountability

Utilize Carl Perkins funds to meet the six required uses of CTE funds and support CTE students in an effort to close the achievement gap as indicated on the Perkins core indicators of performance. Use the CLNA to evaluate CTE learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention, and training of CTE teachers.

Strategy's Expected Result/Impact: Enhanced program curriculum, supplies, and equipment. Increased retention in CTE programs and industry-based certifications.

Staff Responsible for Monitoring: Special Programs Director, CTE Coordinator, campus admin (CHS)

Funding Sources: 244 - CTE Carl Perkins (PIC 22), $40,000,

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Considerable Progress	Accomplished

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the category of academic growth as measured by the state accountability system at the district level (currently 88).

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Results Driven Accountability

Develop and implement a well-rounded program of instruction to meet the academic needs and assure academic growth of all students through the effective use of differentiated instruction. This includes ALL special populations, including students who are identified as gifted. Provide funding for classroom resources and manipulatives for increased & enhanced hands-on learning experiences.

Strategy's Expected Result/Impact: Differentiated instruction training

Staff Responsible for Monitoring: Teachers, curriculum department, campus admin

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Continue/Modify

Strategy 2

Research workforce solution job market data to identify course additions and partner with other local districts to make more CTE programs of study that will align to labor market data.

Strategy's Expected Result/Impact: Classes identified; students enrolled; certifications obtained

Staff Responsible for Monitoring: Deans of instruction, Special Programs Director, CTE Coordinator, campus admin

Funding Sources: 244 - CTE Carl Perkins (PIC 22), , 199 - General Operating - CTE,

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Moderate Progress	Accomplished

Strategy 3

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

Strategy's Expected Result/Impact: Lesson plan documentation, failure reports, data/scores, summer school schedule, at-risk list

Staff Responsible for Monitoring: Campus admin, teachers, data fellow

Funding Sources: 199 - General Fund, , 199 - General Fund: SCE, , 281 - ESSER II,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 4

Improve attendance and completion rates for all students. Implement attendance truancy contracts as needed. Ensure that all student groups meet mandated participation rates as measured by Results Driven Accountability (RDA).

Strategy's Expected Result/Impact: Monitor reports each nine-weeks

Staff Responsible for Monitoring: Campus admin, counselors, teachers, CIS personnel, truancy officer, parent liaisons, data fellow

Formative Reviews

October	January	March	June
	Some Progress	Considerable Progress	Accomplished

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase all areas of performance as measured by the TEA accountability rating system (Student Achievement 88, School Progress 90, Closing the Gaps 84) to achieve an overall scale score rating of 90 or above to achieve an A rating.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Utilize Title I, Part A funds for supplemental software, supplies, and materials according to campus and district needs assessment results.

Strategy's Expected Result/Impact: Scores, benchmark assessments; EDP lesson plans and parent sign-in sheets

Staff Responsible for Monitoring: Special Programs Director, Curriculum Director, campus admin teams, teachers

Funding Sources: 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Accomplished

Strategy 2

Utilize ESSER III funds for one reading and one math interventionist at CMS. Also use ESSER III funds (B2) for 1 elementary math interventionist. Utilize Title 1, Part A funds for 2 math interventionist. One at East Elementary and one at Magee Intermediate. Also, use Title I, Part A for the elementary/intermediate Extended Day Program (EDP), supplemental contracted tutoring and/or interventionists (A17), and parental involvement. Fully implement the Parent and Family

Engagement Plan. Conduct a wide variety of parent meetings to meet identified needs.

Strategy's Expected Result/Impact: Scores, benchmark assessments, Parent and Family Engagement Plan, sign-in sheets, agendas

Staff Responsible for Monitoring: District and campus admin, parent liaisons, teachers

Funding Sources: 281 - ESSER II, , 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
No Progress	No Progress	No Progress	Discontinue

Strategy 3

Following meaningful consultation with appropriate stakeholders, CISD will utilize Title II, Part A and ESSER II funds to improve the quality of the administrative and teacher workforce and provide high quality professional development (B10), appropriate supplies for the trainings, and substitute teachers (B10). Provide professional development opportunities in the areas of technology and classroom teaching strategies for an increasingly diverse student population, and provide funding for professional development and/or training opportunities outside of the district.

CISD will coordinate Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs. The majority of Title II, Part A funds will be allocated to the highest poverty campuses.

Strategy's Expected Result/Impact: Scores, Eduphoria surveys, benchmark assessments, walk-thrus, evaluations

Staff Responsible for Monitoring: District and campus admin, curr department

Funding Sources: 281 - ESSER II, , 255 - ESSA Title II, Part A TPTR,

Formative Reviews

October	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	Accomplished

Strategy 4

Title I, Pt. A campuses will jointly develop and distribute a written parent and family engagement policy that addresses all mandated items to the parents and family members of their students. The plan will be made available in English and Spanish.

Strategy's Expected Result/Impact: Jointly developed parent and family engagement policy; policy in both languages

Staff Responsible for Monitoring: Director of federal programs, Campus admin teams, parents and family members, community members

Funding Sources: 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
No Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 5

The district will engage in meaningful consultation with appropriate stakeholders in coordinating activities to utilize Title IV, Part A funds to ensure students have well-rounded educational opportunities, a safe and secure school to attend, mental health supports, and digital literacy proficiency.

Strategy's Expected Result/Impact: Student attendance and family participation will increase.

Staff Responsible for Monitoring: Director of Special Programs, campus and district admin, teachers, librarians

Funding Sources: 287 - ESSA Title IV - SSAEP,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Considerable Progress	Continue/Modify

Performance Objective 4 ☑ HB3 Goal

The district will achieve a Post-Secondary Readiness Distinction Designation and individual campuses will maintain or increase the number of Distinction Designations awarded in recognition of outstanding achievement

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Met Performance Objective

Strategy 1 ☑ Results Driven Accountability

Closely monitor leaver reports and continue to provide intensive efforts to recover students, enhance dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery. Counselors will continuously monitor students at risk of dropping out, will attempt to recover previous leavers, and will identify/reduce barriers leading to absences.

Strategy's Expected Result/Impact: Attendance will increase, re-enrollment of drop off students, dropout numbers will decrease

Staff Responsible for Monitoring: Campus admin, counselors, teachers, CIS personnel, truancy officer

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Considerable Progress	Continue/Modify

Strategy 2

Campuses will focus efforts on earning distinction designations awarded in the following areas according to
tested grade levels:

1. Academic Achievement in Reading/English Language Arts (campus only)
2. Academic Achievement in Mathematics (campus only)
3. Academic Achievement in Science (campus only)
4. Academic Achievement in Social Studies (campus only)
5. Top 25 Percent: Student Progress (campus only)
6. Top 25 Percent: Closing Performance Gaps (campus only)
7. Postsecondary Readiness (campus and district)

Strategy's Expected Result/Impact: Increased number of Distinction Designations

Staff Responsible for Monitoring: Supt, Curriculum department, campus admin

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Considerable Progress	Continue/Modify

Performance Objective 5

HB3 Goal

Increase performance in the area of college, career, and military readiness as measured by the accountability rating summary from an 86 scaled score to a 90 or above.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Met Performance Objective

Strategy 1

Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Utilize Naviance for career aptitude and interest in grades 6-12.

Strategy's Expected Result/Impact: 100% of CISD students will have access to career investigation resources

Staff Responsible for Monitoring: Campus admin, counselors, CTE teachers, Dean of Instruction

Funding Sources: 244 - CTE Carl Perkins (PIC 22), , 199 - General Operating - CTE,

Formative Reviews

October	January	March	June
	Moderate Progress	Considerable Progress	Accomplished

Strategy 2

Ensure all students are college and career ready by implementing College and Career Readiness Standards (CCRS) in all district and campus planning to include components of rigor, relevance, and relationships.

Strategy's Expected Result/Impact: 100% of campus plans will include components or rigor, relevance, and relationships; lesson plans will include TRS aligned CCRS.

Staff Responsible for Monitoring: Supt., campus admin, curriculum dept, data fellow

Funding Sources: 199 - General Operating: CCMR,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 3

The CHS career counselor partners with the district testing coordinator to oversee career exposure, career day, college day, field trips, parent speaking about their career, dual credit, certification programs, career and interest assessments, TSI assessment, partnering with colleges proprietary schools, ASVAB, assessments, college essays, applications, FAFSA, resume, SAT/ACT, AP, PSAT, etc. Utilize data to determine CCMR. In addition, the Calallen Education Foundation (CEF) will support two Career Fairs in 2023-2024. One will focus on 6th grade students; the other will target 10th grade students.

Strategy's Expected Result/Impact: Better informed students and parents; increased participation in activities

Staff Responsible for Monitoring: CHS career counselor, district testing coordinator, supt., campus admin, CEF Director

Funding Sources: 199 - General Operating - CTE,

Formative Reviews

October	January	March	June
	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 4

Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice.

Strategy's Expected Result/Impact: Course catalog, CTE class enrollment, acquisition of certifications, licenses, and number of students attending college, the workforce, or military

Staff Responsible for Monitoring: District and campus admin, CTE teachers, Dean of Instruction, Director of Special Programs

Funding Sources: 199 - General Operating - CTE, , 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Considerable Progress	Continue/Modify

Strategy 5

Provide enriched accelerated courses (PAC), AP, dual credit, and CTE courses to assist students in acquiring an associate's degree, certifications, and /or licensing.

Strategy's Expected Result/Impact: Number of students participating in and acquiring college hours, certifications, and licenses.

Staff Responsible for Monitoring: Campus admin, career counselor

Funding Sources: 199 - General Operating - CTE,

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 6

Encourage career and academic awareness in all grades. Focus on "Career Awareness and Exploration" at the elementary level, "Career Investigations" at the middle school level, and "Career Concentration" at the high school level.

Strategy's Expected Result/Impact: Student benchmark scores; grades; career interest inventories

Staff Responsible for Monitoring: CTE teachers, teachers, counselors, campus admin

Funding Sources: 199 - General Operating - CTE, , 244 - CTE Carl Perkins (PIC 22), , 199 - General Operating: CCMR,

Formative Reviews

October	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 7

Strengthen partnerships with IHEs and Craft Training Center to create additional academic and post-secondary opportunities for Calallen High School students. Continue to approach businesses regarding the support of CTE and STEM classes. Work with proprietary schools to offer career programs that align with workforce demands.

Staff Responsible for Monitoring: Supt., CHS dean of instruction, CHS career counselor

Funding Sources: 199 - General Operating - CTE, , 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score "meets" grade level or above on STAAR Reading will increase from 58% to 60% by June 2024 and the percent of 3rd grade students that score "meets" grade level or above on STAAR Mathematics will increase from 47% to 62% by June 2024.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, prekindergarten students will be assessed using the Texas School Ready CLI Engage CIRCLE Progress Monitoring platform. Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY).

Strategy's Expected Result/Impact: Annual student progress in reading and math.

Staff Responsible for Monitoring: Curriculum dir, math and reading spec, data fellow, campus admin, teachers

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 2

In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, students in grades kindergarten through grade 3 will be assessed using the Northwest Education Association (NWEA) Measures of Academic Growth (MAP). Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). MAP Growth reveals how much growth has occurred between testing events and, when combined with MAP norms, shows projected proficiency. Using RIT data, educators can track growth through the school year and over multiple years.

Strategy's Expected Result/Impact: Annual student progress in reading and math

Staff Responsible for Monitoring: Curriculum dir, math and reading spec, data fellow, campus admin, teachers, campus admin, teachers

Funding Sources: 199 - General Fund, $56,000

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Strategy 3

In accordance with HB 3, all kindergarten through grade 3 teachers and principals must participate in the Texas Reading Academies by the end of 2023-2024 school year. Calallen ISD will partner with an approved provider to conduct the required training. New teachers will be trained as needed.

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

Staff Responsible for Monitoring: Curriculum dir, campus admin

Funding Sources: 199 - General Fund: Early Education, $25,000

Formative Reviews

October	January	March	June
		Accomplished	Accomplished

Performance Objective 7 ☑ HB3 Goal

CCMR Board Outcome Goal: The percentage of graduates that meet the criteria for CCMR will increase from 57% to 60% by August 2024.

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Exceeded Performance Objective

Strategy 1

The Student Achievement domain will be used to evaluate district and campus performance based on three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates. The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Individual CCMR indicators will be monitored to ensure students are being provided adequate support in achieving at least one indicator.

Strategy's Expected Result/Impact: STAAR reports, counselor logs, PEIMS reports, IHE College Entrance Exam reports, AP reports

Staff Responsible for Monitoring: Campus admin, PEIMS clerks, counselors, teachers

Funding Sources: 199 - General Operating: CCMR,

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Goal 2

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

Performance Objective 1

Increase parental involvement and connectedness so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Source: Parent attendance at school events; sign-in sheets, parent and family engagement surveys

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Continue Gifted and Talented Advisory Committee meetings, SHAC, Safety Committee, DEIC, SBDM, and Parent Orientation meetings. Ensure that parents are knowledgeable about opportunities available to students. Continue districtwide parent training opportunities on high school course offerings, pathways, graduation endorsements, and other pertinent topics as needed.

Strategy's Expected Result/Impact: Participation of parents at meetings, sign-in sheets

Staff Responsible for Monitoring: GT coordinator, district RN, campus admin, instructional deans, parents, marketing coordinator

Funding Sources: 199 - General Operating GT, , 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2

Educate parents about plans for assisting preschool children in the transition from early childhood programs to elementary school programs, state assessment expectations, graduation requirements and graduation plans.

Provide access to online resources via the CISD website.

Strategy's Expected Result/Impact: Participation of parents at meetings, sign-in sheets, number of Parent Night meetings, assemblies, individual student/parent meetings.

Staff Responsible for Monitoring: Campus admin, curriculum dept., instructional deans, counselors, parent liaisons

Formative Reviews

Some Progress	Some Progress	Some Progress	Continue/Modify
October	January	March	June

Strategy 3

Hold at least two Title I, Part A meetings to discuss with parents and families the benefits of being a schoolwide program and the services offered to their students.

Strategy's Expected Result/Impact: participation of parents in meetings, sign-in sheets

Staff Responsible for Monitoring: Campus admin, teachers, counselors, Director of Special Programs

Funding Sources: 211 - ESSA Title I, Part A,

Formative Reviews

Some Progress	Some Progress	Some Progress	Accomplished
October	January	March	June

Strategy 4

Provide information to students, parents, teachers, and counselors of students in grades 7-12 about:

1. higher education admissions and financial aid opportunities,
2. the TEXAS grant program and the Teach for Texas grant programs, and
3. the need for students to make informed college and career choices to be prepared for success beyond high school,
4. host mini FAFSA events/workshops,
5. talk to ABC parents about financial aid,
6. refer students/parents to utilize Coastal Compass,
7. provide presentations by college and military representatives.

Strategy's Expected Result/Impact: Participation of parents in meetings

Staff Responsible for Monitoring: Counselors, campus admin

Formative Reviews

Some Progress	Some Progress	Some Progress	Accomplished
October	January	March	June

Strategy 5

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

Strategy's Expected Result/Impact: Increased participation of parents and family members

Staff Responsible for Monitoring: Title I campus admin, Director of Special Programs

Funding Sources: 211 - ESSA Title I, Part A, $8,100

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Performance Objective 2

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

Evaluation Data Source: Surveys and program usage reports

Summative Evaluation: Met Performance Objective

Strategy 1

Update and evaluate master list of all district programs/initiatives and prioritize programs for evaluation based on fidelity and efficiency and stakeholder feedback.

Strategy's Expected Result/Impact: Completed list of all programs and initiatives; usage reports when available. List of programs to continue; list of programs to eliminate/discontinue.

Staff Responsible for Monitoring: Curr dir, district and campus admin, teachers, technology integration spec

Formative Reviews

October	January	March	June
		Considerable Progress	Accomplished

Strategy 2

Develop and utilize a reliable evaluation tool. Review usage data and provide training and detailed feedback to campus administrators.

Strategy's Expected Result/Impact: List of programs to continue; list of programs to report; teacher input and documentation of use

Staff Responsible for Monitoring: District admin., data fellow

Funding Sources: 255 - ESSA Title II, Part A TPTR,

Formative Reviews

Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify
October	January	March	June

Strategy 3

Eliminate those programs that are not aligned to current TEKS, district goals, beliefs, and standards.

Strategy's Expected Result/Impact: Eliminate those programs that are not aligned to current TEKS, district goals, beliefs, and standards

Staff Responsible for Monitoring: Curr dir, district and campus admin, teachers, technology

Formative Reviews

Discontinue	Discontinue	Discontinue	Accomplished
October	January	March	June

Strategy 4

Reserve Title I funds for services to homeless students not attending a Title I schoolwide campus and provide appropriate Title I services for identified students. Counselors will work with district homeless liaison to request funds for homeless students on a case-by-case basis. Reserve Title I foster care services for those needing transportation.

Strategy's Expected Result/Impact: Monitor list of homeless students receiving appropriate services on all campuses; monitor list of foster care students.

Staff Responsible for Monitoring: District and campus admin, counselors, SPED Director, Director of Special Programs

Funding Sources: 211 - ESSA Title I, Part A, $200

Formative Reviews

Accomplished	Accomplished	Accomplished	Accomplished
October	January	March	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: Safety drills

Summative Evaluation: Exceeded Performance Objective

Strategy 1

CISD has a description of programs and activities funded with Title IV, Part A to support the program objectives and intended outcomes related to a well-rounded education, safe and healthy students, and the effective use of technology.

CISD will improve school conditions for student learning, promote the physical, mental, social and emotional well being of all students and provide counseling as needed and communicate frequently with parents.

Strategy's Expected Result/Impact: Students and parents are informed and supported

Staff Responsible for Monitoring: Supt, campus admin, counseling dept, Safety and Security Director, Special Programs Director

Funding Sources: 199 - General Fund, , 287 - ESSA Title IV - SSAEP,

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Accomplished

Strategy 2

A Multi-hazard Emergency Operations Plan has been put into place. It has provisions pertaining to substitute teachers and regular employees during an emergency or a drill. Continue school safety and security committee that includes specified members and duties and a threat assessment team appointed by the superintendent.

Strategy's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee

Staff Responsible for Monitoring: Supt, director of operations

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 3

The district will continue to employee district peace officers to perform duties as assigned via a Trauma
Informed Care Policy that addresses resources to increase staff and parent awareness of trauma- informed care and
implementation of trauma- informed practices and care by trained district staff.

District peace officers to perform duties including:

1. Assists with the maintenance of a safe and orderly school environment for students, staff, and visitors.
2. Protects all property, equipment, buildings, etc. located at the school campus.

3. Patrols and supervises hallways, restrooms, entrance ways, parking lots, driveways, and other areas of the school.
4. Monitors campus pedestrians and vehicular traffic.
5. Works with campus and district administrators to keep the buildings clear of people not on official school business.
6. Inspects all doors, windows, parked cars, or any suspicious conditions when applicable.
7. Stops disturbances and undue distractions on school grounds.
8. Works cooperatively with other police officers, and campus staff to promote a safe school environment.
9. Displays ethical and professional behavior in working with students, parents, school personnel, and outside agencies
associated with the schools.
10. Promotes student responsibility for behavior and attitude by serving as a role model and dressing and grooming
professionally.
11. Removes disruptive students from class or the campus when needed.
12. Assists the staff, other police officers, and emergency personnel in handling emergencies or disruptive situations.
13. Protects confidentiality of records and information about staff, and uses discretion when sharing any such information
within legal confines.
14. Performs any duties and responsibilities that are within the scope of employment, as assigned by the administration, and
not otherwise prohibited by law or regulation

Strategy's Expected Result/Impact: Safe schools, Trauma Informed Care Policy, increased awareness

Staff Responsible for Monitoring: Supt, Director of Operations, Human Resources Director, Director of Safety & Security

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Accomplished

Strategy 4

Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that district employees and students advocate for safety in the schools, district, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, facilities.

Strategy's Expected Result/Impact: Complete safety and security audits as required by the Texas Education Code.
The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus.

Staff Responsible for Monitoring: Director of Operations, Director of Safety and Security

Formative Reviews

Accomplished	Accomplished	Accomplished	Accomplished

October	January	March	June

Goal 3

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

Performance Objective 1

The District will prepare all stakeholders to effectively utilize digital resources.

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

Summative Evaluation: Met Performance Objective

Strategy 1

Utilize activities to improve use of technology in order to improve academic achievement and digital literacy for all students. Continue to integrate advanced technology practices into the classroom curriculum which is aligned with TAC, Title 19, Part II, Chapter 126 TEKS for Technology Applications and satisfy all reporting requirements of TEA.

Increase appropriate curriculum technology integration in all grades and all subject areas. With the increasing emphasis on technology in the classroom, provide core subjects with funding for software and other computer supplies.

Strategy's Expected Result/Impact: Student products, lesson plans, technology benchmark testing for appropriate grade level students; Makerspace sign-in sheets

Staff Responsible for Monitoring: Student products, lesson plans, technology benchmark testing for appropriate grade level students; Makerspace sign-in sheets

Formative Reviews

October	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	Accomplished

Strategy 2

Utilize Title IV funding to improve the academic achievement of all CISD students by increasing the capacity of the district to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to enhance academic outcomes and digital literacy of students. CISD will periodically evaluate the effectiveness of the Title IV, Part A programs and/or activities based on the objectives and outcomes.

Strategy's Expected Result/Impact: Increase in student opportunities for well-rounded educational experiences.

Staff Responsible for Monitoring: Director of Special Programs, campus admin, counselors, teachers

Funding Sources: 287 - ESSA Title IV - SSAEP,

Formative Reviews

Some Progress	Some Progress	Some Progress	Continue/Modify
October	**January**	**March**	**June**

Performance Objective 2

Offer technology tools and ongoing training opportunities to 100% of CISD teachers.

Evaluation Data Source: Trainings offered and attended

Summative Evaluation: Met Performance Objective

Strategy 1

Offer extensive technology professional development opportunities to increase the proficiency levels of all CISD employees

Strategy's Expected Result/Impact: Computer lab, hardware and software

Staff Responsible for Monitoring: Technology integration specialists, campus digital learning coaches (DLCs), curriculum dept.

Formative Reviews

			Continue/Modify
October	**January**	**March**	**June**

Strategy 2

Provide teachers with relevant data, current technology and training, and online access to an array of classroom resources to improve instruction, student engagement, and classroom management. Continue to implement different technology options to ensure the engagement of all students.

Strategy's Expected Result/Impact: Teacher training documentation; training evaluations, increase in student achievement

Staff Responsible for Monitoring: Tech integration specialists, data fellow

Formative Reviews

	Some Progress	Moderate Progress	Continue/Modify
October	**January**	**March**	**June**

Strategy 3

Provide teachers with training and support from the Instructional Technology Specialists and integrateTechnology Applications (TA) standards into the content areas utilizing a variety of technology devices (i.e. computer labs, iPads, Chromebooks, interactive whiteboards, flat panel devices, Office 365, document cameras, etc.). This will allow students to demonstrate mastery of grade level technology standards. Increase core subject area resources for technology training and supplies.

Strategy's Expected Result/Impact: Lesson plans, 100% of students will demonstrate mastery of grade level technology standards as evidenced by student products. 100% of classroom teachers and administrators will complete the STAR Chart for planning, instruction, reflection, walk throughs, and observations.

Staff Responsible for Monitoring: Campus admin, tech integration specialists, curriculum dept., teachers

Formative Reviews

Continue/Modify

October	January	March	June

Goal 4

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

Performance Objective 1

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

Evaluation Data Source: Lesson plans

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Identify staffing implications and recruit highly qualified staff to teach current and new courses

Strategy's Expected Result/Impact: Courses fully staffed and students registered for classes, teachers identified or hired

Staff Responsible for Monitoring: Supt, Director of HR

Formative Reviews

October	January	March	June
No Progress	No Progress	Moderate Progress	Continue/Modify

Strategy 2

Utilize Title I, Part A funds and Title II, Part A funds for supplemental, research-based, high quality professional development in core subject areas as needed and based on stakeholder feedback.

Strategy's Expected Result/Impact: Student benchmark scores; grades; description of training and goals; professional development sign-in sheets, and Eduphoria evaluations

Staff Responsible for Monitoring: District and campus admin

Funding Sources: 255 - ESSA Title II, Part A TPTR, , 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 3

CISD will provide a parent and child focused, high quality, integrated system of early childhood education with a focus on collaboration and school readiness so that young children are prepared to succeed in kindergarten.

Strategy's Expected Result/Impact: Students will leave Pre-K with the necessary skills and knowledge to succeed in kindergarten.

Staff Responsible for Monitoring: campus admin

Funding Sources: 199 - General Fund: Early Education,

Formative Reviews

October	January	March	June
	Some Progress		Continue/Modify

Strategy 4

Prekindergarten teachers will utilize CIRCLE data to provide a strong knowledge base of early childhood development and quality instructional strategies that support Texas School Ready.

Strategy's Expected Result/Impact: Prekindergarten students better prepared for kindergarten; data from CLI Engage, coaching logs

Staff Responsible for Monitoring: Campus admin, curriculum dept

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 5

Provide Title I, Pt. A funding for reading specialists at the elementary campuses to supplement classroom instruction in a Tier 2 reading setting. Include aligned supplies and materials to enhance instruction. Increase focus and data tracking in reading and math labs for RtI purposes

Strategy's Expected Result/Impact: Scores, benchmark assessments; data binders; budget documentation of CIP/DIP alignment

Staff Responsible for Monitoring: Campus admin, reading specialists, math specialists, paraprofessionals

Funding Sources: 211 - ESSA Title I, Part A,

Formative Reviews

Accomplished	Accomplished	Accomplished	Accomplished

October	January	March	June

Strategy 6

CISD will consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A and will provide a Title II, Pt. A funded summer staff development to improve the quality of the teacher workforce. The majority of Title II, Part A funds will be allocated to the highest poverty campuses.

Strategy's Expected Result/Impact: Scores, benchmark assessments; training descriptions and Euphoria data

Staff Responsible for Monitoring: Curriculum dept.

Funding Sources: 255 - ESSA Title II, Part A TPTR,

Formative Reviews

No Progress	Some Progress	Moderate Progress	Accomplished
October	January	March	June

Strategy 7

Utilize Title III funds to provide staff development opportunities for ESL/EL teachers in the following areas: language proficiency, listening, speaking, reading, writing, and learning strategies. Support supplemental programs such as Achieve 3000, Rosetta Stone and other programs identified in individual Campus Improvement Plans. Rosetta Stone may be offered to parents to improve literacy skills to better communicate with their child's teacher and to assist in strengthening the language development of their child in the home.

Strategy's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation, program reports; training descriptions and Eduphoria data

Staff Responsible for Monitoring: Director of Special Programs, campus admin, ESL teachers, counselors

Funding Sources: 211 - ESSA Title I, Part A, , 263 - ESSA Title III, Pt. A,

Formative Reviews

No Progress	Some Progress	Moderate Progress	Continue/Modify
October	January	March	June

Strategy 8

Continue to train counselors and staff on the LPAC process. Increase training and staff development on implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for emergent bilingual students. Train counselors and staff on DRC LAS Links and Riverside Insights as needed. Increase resources for core subject area staff development for emergent bilingual students.

Strategy's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation; program reports; Project ELL (Education) reports

Staff Responsible for Monitoring: ESL/EL Migrant coordinator, campus admin, counselors, teachers

Funding Sources: 199 - General Operating Bilingual,

Formative Reviews

Accomplished	Accomplished	Accomplished	Accomplished
October	**January**	**March**	**June**

Strategy 9

Continue to fund a dyslexia specialist with State Compensatory Education funds for students needing dyslexia services.

Strategy's Expected Result/Impact: More time with identified students; demonstrated student growth; students exiting the program

Staff Responsible for Monitoring: Supt; campus admin, dyslexia specialists

Funding Sources: 199 - General Fund: SCE,

Formative Reviews

Accomplished	Accomplished	Accomplished	Accomplished
October	**January**	**March**	**June**

Strategy 10 **Results Driven Accountability**

Address the needs of students for special programs such as early mental health intervention and suicide
prevention, conflict resolution, homeless, pregnancy related services, drug and violence prevention/ intervention (including
prevention, identification, harassment and teen dating violence, prevention and education concerning unwanted physical or
verbal aggression) dyslexia identification and intervention, accelerated education, and social/ emotional/health issues related
to COVID-19.

Calallen ISD does not tolerate dating violence. The district SHAC/Safety committee will establish procedures on reporting
and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines for
students who are victims will also be established. Age-appropriate educational materials on the dangers pertaining to dating
violence and associated resources for students seeking help will be made available. Specific strategies will address safety
planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and
administrators, counseling for affected students, and awareness education for students and

parents.

Strategy's Expected Result/Impact: Lesson plan documentation, counselor logs, Restorative circles, individual guidance, administrators and teachers trained; all students and parents for increased awareness. Increased understanding of how to report and obtain help in all cases of violence

Staff Responsible for Monitoring: Campus admin, counselors, teachers, CIS personnel, dyslexia specialists

Funding Sources: 199 - General Operating: Dyslexia, , 287 - ESSA Title IV - SSAEP,

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 11

The district has adopted a "Freedom from Bullying" policy [FFI (LEGAL) and (LOCAL)] which details requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Counselors will work with administrators to provide counseling to all parties involved. The policy and procedures are located in the Addendum. The Freedom from Bullying policy will be further implemented by guest speakers and assemblies to provide activities regarding bullying prevention and a districtwide counseling anti-bullying and bullying awareness curriculum.

Strategy's Expected Result/Impact: Decrease in the number of bullying reports

Staff Responsible for Monitoring: Decrease in the number of bullying reports

Funding Sources: 287 - ESSA Title IV - SSAEP,

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 12

All campuses will continue to provide training and conduct Circles using Restorative Practice techniques and practices to build relationships.

Strategy's Expected Result/Impact: All campuses will continue to provide training and conduct Circles using Restorative Practice techniques and practices to build relationships.

Staff Responsible for Monitoring: District and campus admin, teachers

Formative Reviews

October	January	March	June
			Discontinue

Strategy 13

Provide training and continue implementation of "The Leader in Me." A character education program containing HB 1026 mandated character traits (A15).

Strategy's Expected Result/Impact: Counselors trained on The Leader in Me; student lessons provided and implemented.

Staff Responsible for Monitoring: Supt, campus admin

Funding Sources: 287 - ESSA Title IV - SSAEP, , 281 - ESSER II, , 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 14

Provide the support, collaboration, and financial incentives to attract and retain the best and brightest teachers and employees at every grade level, in every classroom, and in every department in the district. Offer a retention bonus at mid-year.

Strategy's Expected Result/Impact: Happy, satisfied employees that want to be the best.

Staff Responsible for Monitoring: HR director, campus admin

Funding Sources: 255 - ESSA Title II, Part A TPTR,

Formative Reviews

October	January	March	June
No Progress	No Progress	No Progress	Discontinue

Performance Objective 2

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

Evaluation Data Source: Teacher certificates

Summative Evaluation: Met Performance Objective

Strategy 1

Ensure that all CISD teachers are appropriately certified and that the new hires meet certification status prior to employment. Ensure proper certification and training for early childhood teachers.

Strategy's Expected Result/Impact: Teacher records and documentation

Staff Responsible for Monitoring: Assistant supt, campus administrators

Funding Sources: 255 - ESSA Title II, Part A TPTR,

Formative Reviews

October	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 2

Ensure that all Title I paraprofessionals currently employed have completed two years of study at an institute of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality as demonstrated through an assessment.

Strategy's Expected Result/Impact: Paraprofessional proficiency and documentation

Staff Responsible for Monitoring: HR director, campus administrators

Funding Sources: 211 - ESSA Title I, Part A,

Formative Reviews

October	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 3

Conduct a district needs assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual certified teachers.

Strategy's Expected Result/Impact: Student benchmark scores; grades; needs assessment survey results and aligned training

Staff Responsible for Monitoring: Supt, curr dir, finance dir, HR dir

Funding Sources: 211 - ESSA Title I, Part A, , 255 - ESSA Title II, Part A TPTR,

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Accomplished

Strategy 4

Educate teachers on all available STAAR assessments and academic achievement requirements so System Safeguards are met. Administrators and/or counselors will utilize DMAC data and ensure that all district staff are familiar with and can effectively utilize DMAC.

Strategy's Expected Result/Impact: Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data

Staff Responsible for Monitoring: Campus admin, teachers, counselors, curriculum dept.

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Considerable Progress	Continue/Modify

Strategy 5

Provide districtwide professional development training in state mandated topics including but not limited to: DMAC, AED, CPR, Stop the Bleed, technology, TA - TEKS, sexual abuse and other maltreatment of children, bullying, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, G/T, and ESL for staff and administrators. Coordinate and integrate professional development activities and specified other trainings at the request of the SHAC and administrative personnel.

Strategy's Expected Result/Impact: Teacher training documentation; training evaluations; training descriptions and Eduphoria data

Staff Responsible for Monitoring: District admin, campus admin, data fellow, tech integration specialists, instructional deans

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Considerable Progress	Accomplished

Strategy 6

TEA Priorities

Recruit, support, retain teachers and principals

6) The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses,
administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students,
to:
a. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in
bullying;
b. Recognize students displaying early warning signs and a possible need for early mental health intervention and substance
abuse;
c. Intervene effectively with students described above, by providing notice and referral to a parent or guardian so

appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL).
d. Conduct a cyber-security night and hold crisis team meetings as needed;
e. Provide resources for students with mental health issues;
f. Provide training as need in grades 7-12 on bleeding control stations;
g. Provide training on sexual abuse, sex trafficking, and other maltreatment of children including those with significant cognitive disabilities;
h. Every educator must attend a school safety training course approved by TSSC;
i. require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse;
j. Train on Restorative Practices and strategies for establishing/maintaining positive relationships among students;
k. Provide training on the ways grief and trauma affect student learning;
l. Provide training on ways to prevent, identify, and respond to reports of bullying incidents;
m. Provide training to new teachers and mentor teachers;
n. Provide cybersecurity training for all Active Directory employees.

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

Staff Responsible for Monitoring: District and campus admin, counselors, teachers, nurses, law enforcement officers, and CIS personnel

Formative Reviews

October	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	Accomplished

Strategy 7

Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Strategy's Expected Result/Impact: Highly competent, properly certified teachers on all campuses

Staff Responsible for Monitoring: Human Resources department

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Continue/Modify

Strategy 8 ☑ Results Driven Accountability

Ensure the effective implementation of the Response to Intervention (RtI) process by providing training for administrators and teachers. Training will emphasize that the purpose of RtI is to increase student success at the lowest level of intervention and to develop individualized intervention, progress monitoring and individualized success plans for Tier 2 and Tier 3 students.

Strategy's Expected Result/Impact: Individualized plans, documentation, training sign-in sheets, Eduphoria, instructional data

Staff Responsible for Monitoring: Curr dir, special ed dir, curriculum dept, campus admin, and counselors

Formative Reviews

October	January	March	June
			Accomplished

Strategy 9

Use a variety of methods to recruit and retain highly qualified staff members. Continue to implement programs and other technologies that will improve and enhance the hiring process.

Strategy's Expected Result/Impact: Exemplary applicants hired

Staff Responsible for Monitoring: Human resources dept.

Formative Reviews

October	January	March	June
			Continue/Modify

Performance Objective 3 ☑ HB3 Goal

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

Evaluation Data Source: lesson plans

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Utilize TRS documents and pertinent supplemental materials to create lesson plans to guide classroom instruction; emphasize higher-order thinking / critical thinking - ensure instruction occurs at appropriate levels of depth and complexity (at least 50% written at or above the application level.) Focus on increasing the Masters Grade Level STAAR passing score.

Strategy's Expected Result/Impact: TRS documents, lesson plans, administrative observations, benchmark scores, curriculum guides, parent and student surveys

Staff Responsible for Monitoring: Supt, curriculum dept.

Formative Reviews

October	January	March	June
	Some Progress	Moderate Progress	Continue/Modify

Strategy 2

Utilize the student and parent survey regarding teachers and the effectiveness of their teaching styles. Work to ensure a positive campus culture.

Strategy's Expected Result/Impact: Completed parent/student surveys

Staff Responsible for Monitoring: Supt, campus admin

Formative Reviews

October	January	March	June
			Continue/Modify

Goal 5 Institutionalized Initiatives

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: Data on initiatives

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction.

Strategy's Expected Result/Impact: Walk throughs, teacher observations, lesson plans, benchmark scores, student involvement

Staff Responsible for Monitoring: Supt, curriculum dept, campus admin

Formative Reviews

October	January	March	June
			Discontinue

Strategy 2

Utilize STCC or Lead4ward High Yield Strategies, Kagan Structures and information from training sessions to create interactive, engaging, and dynamic lessons.

Strategy's Expected Result/Impact: Utilize STCC or Lead4ward High Yield Strategies, Kagan Structures and information from training sessions to create interactive, engaging, and dynamic lessons.

Staff Responsible for Monitoring: Supt, curriculum dept, campus admin

Formative Reviews

October	January	March	June
			Discontinue

Strategy 3 ☑ Results Driven Accountability

Differentiate instruction appropriately for student groups: emergent bilingual, bilingual, dyslexic, special education, gifted/talented, enriched, AP, and dual credit courses. Provide funding for AP teachers to attend AP College Board conferences as well as other trainings for G/T students. Provide funding for DMAC training to fully implement data tracking capabilities to help increase student performance.

Strategy's Expected Result/Impact: Lesson plans, professional development opportunities, administrative observations, benchmark scores, curriculum guides, DMAC data

Staff Responsible for Monitoring: Teachers, special ed personnel, dyslexic specialists, GT teachers, Pre-AP, AP, teachers, ESL certified teachers

Funding Sources: 224 - IDEA B, SpEd,

Formative Reviews

October	January	March	June
Some Progress	Moderate Progress	Considerable Progress	Accomplished

Strategy 4

Ensure compliance with all components of the Results Driven Accountability (RDA), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators.

Strategy's Expected Result/Impact: Student benchmark scores; grades, documentation of trainings, data reports and Tier meeting notes

Staff Responsible for Monitoring: Supt, curriculum dept, campus admin, special ed director

Funding Sources: 224 - IDEA B, SpEd,

Formative Reviews

October	January	March	June
		Moderate Progress	Accomplished

Strategy 5 ☑ Results Driven Accountability

Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA), risk elements. Administrators will continue to attend ARDs and provide input for student success.

Strategy's Expected Result/Impact: Report on RDA risk elements; NWEA data - progress monitoring

Staff Responsible for Monitoring: Special ed dir, campus admin, diagnosticians, counselors

Funding Sources: 224 - IDEA B, SpEd,

Formative Reviews

Accomplished	Accomplished	Accomplished	Accomplished

October	January	March	June

Strategy 6 ☑ Results Driven Accountability

Conduct professional development including training for the inclusion classroom and support to include differentiated instruction, STAAR Alt, TELPAS Alt, STAAR and TELPAS testing accommodations, and autism training for all staff.

Strategy's Expected Result/Impact: Individualized plans, documentation, training sign-in sheets, Eduphoria, data

Staff Responsible for Monitoring: Supt, special ed dir, diagnosticians, DTC

Formative Reviews

October	January	March	June
Some Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 7

Examine special education programs and delivery to ensure adequate supports to teachers and students, as well as clear parameters for allocation of staff and resources including the need for special education teachers and paraprofessionals paid through IDEA-B and special education funds.

Strategy's Expected Result/Impact: Data documentation; schedules, student data

Staff Responsible for Monitoring: Special education director

Formative Reviews

October	January	March	June
Moderate Progress	Considerable Progress	Considerable Progress	Continue/Modify

Strategy 8 ☑ Results Driven Accountability

Focus on reading and writing literacy and comprehension for emergent bilingual students. Update accommodations for emergent bilingual students Ensure that emergent bilingual identified students are being served by an
ESL certified teacher in ELAR classes and that System Safeguards are met on STAAR assessments.

Strategy's Expected Result/Impact: Student scores, nine-week grades, benchmark assessments; emergent bilingual accommodation sheets; TELPAS and STAAR scores indicating progress; teacher certificates, class rosters

Staff Responsible for Monitoring: ESL coordinator, campus admin, counselors

Funding Sources: 199 - General Operating Bilingual,

Formative Reviews

Moderate Progress	Considerable Progress	Considerable Progress	Continue/Modify
October	January	March	June

Strategy 9

Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Provide additional training on differentiated, core-subject specific professional development. Focus on data- driven PLCs.

Strategy's Expected Result/Impact: Sign-in sheets, training calendar, documentation and data, surveys, completed needs assessment and professional development calendar

Staff Responsible for Monitoring: Data fellow, curriculum dept, campus admin

Formative Reviews

Some Progress	Moderate Progress	Moderate Progress	Continue/Modify
October	January	March	June

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

Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	3		--	$0.00
1	1	12		--	$0.00
1	2	3		--	$0.00
1	6	2		--	$56,000.00
2	3	1		--	$0.00
				Sub-Total	$56,000.00

199 - General Fund: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	$0.00
1	1	10		--	$0.00
1	2	3		--	$0.00
4	1	9		--	$0.00
				Sub-Total	$0.00

199 - General Fund: Early Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$0.00
1	1	7		--	$0.00
1	1	12		--	$0.00
1	6	3		--	$25,000.00
4	1	3		--	$0.00
				Sub-Total	$25,000.00

199 - General Fund: Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$0.00
				Sub-Total	$0.00

199 - General Operating GT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$0.00
				Sub-Total	$0.00

199 - General Operating: CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2		--	$0.00
1	5	6		--	$0.00
1	7	1		--	$0.00
				Sub-Total	$0.00

199 - General Operating: Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10		--	$0.00
				Sub-Total	$0.00

199 - General Operating - CTE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		--	$0.00
1	5	1		--	$0.00
1	5	3		--	$0.00
1	5	4		--	$0.00
1	5	5		--	$0.00
1	5	6		--	$0.00
1	5	7		--	$0.00
				Sub-Total	$0.00

199 - General Operating Bilingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	$0.00
4	1	8		--	$0.00
5	1	8		--	$0.00
				Sub-Total	$0.00

211 - ESSA Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$0.00
1	3	2		--	$0.00
1	3	4		--	$0.00
2	1	1		--	$0.00
2	1	3		--	$0.00
2	1	5		--	$8,100.00
2	2	4		--	$200.00
4	1	2		--	$0.00
4	1	5		--	$0.00
4	1	7		--	$0.00
4	1	13		--	$0.00
4	2	2		--	$0.00
4	2	3		--	$0.00
				Sub-Total	$8,300.00

224 - IDEA B, SpEd

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$0.00
5	1	3		--	$0.00
5	1	4		--	$0.00
5	1	5		--	$0.00
				Sub-Total	$0.00

244 - CTE Carl Perkins (PIC 22)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$0.00
1	1	14		$40,000	$0.00
1	2	2		--	$0.00
1	5	1		--	$0.00
1	5	4		--	$0.00
1	5	6		--	$0.00
1	5	7		--	$0.00
				Sub-Total	$0.00

255 - ESSA Title II, Part A TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	12		--	$0.00
1	1	13		--	$0.00
1	3	3		--	$0.00
2	2	2		--	$0.00
4	1	2		--	$0.00
4	1	6		--	$0.00
4	1	14		--	$0.00
4	2	1		--	$0.00
4	2	3		--	$0.00
				Sub-Total	$0.00

263 - ESSA Title III, Pt. A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	$0.00
4	1	7		--	$0.00
				Sub-Total	$0.00

287 - ESSA Title IV - SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5		--	$0.00
2	3	1		--	$0.00
3	1	2		--	$0.00
4	1	10		--	$0.00
4	1	11		--	$0.00
4	1	13		--	$0.00
				Sub-Total	$0.00

281 - ESSER II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	$0.00
1	1	13		--	$0.00
1	2	3		--	$0.00
1	3	2		--	$0.00
1	3	3		--	$0.00
4	1	13		--	$0.00
				Sub-Total	$0.00

410 - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9		--	$0.00
				Sub-Total	$0.00