

Clint Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 27, 2020
Public Presentation Date: August 27, 2020

Mission Statement

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

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

Public Notification of Nondiscrimination

It is the policy of the District not to discriminate on the basis of race, color, national origin, gender, religion, disability or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the District's Title IX Coordinator Rene Chavez at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4061 and/or Section 504 Coordinator, Margie Flores at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4041.

Vision

Clint Independent School District Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nurturing

Transparent

2020-2021

District Goals:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clint ISD had the following demographic information:

Economically Disadvantaged 2019-2020

071901 CLINT ISD	Eligible For Free Meals		Other Economically Disadvantaged		Total Economically Disadvantaged		Not Economically Disadvantaged		Total Count
	Count	%	Count	%	Count	%	Count	%	
	7,084	63.13%	2,501	22.29%	9,585	85.42%	1,543	13.75%	

Clint ISD Ethnicity 2019-2020

Ethnicity	Student Count
Black or African American	35
American Indian or Alaska Native	39
Asian	<20
Hispanic	10,666
Native Hawaiian/Other or Pacific Islander	<10
Two or More Races	69
White	396

Clint ISD Programs 2019-2020

G & T	CTE	ELL	Bilingual	ESL	Eco - Dis	Title I	At Risk	Military	Foster Care	Students Rec.Ser.	Homeless	Dyslexic
509	3,293	4,412	2,377	1,160	9,679	11,222	7,014	284	10	1127	159	78

Grade Level Enrollment 2019-2020

Grade Level	Student Count
Early Education	17
Pre-kindergarten	592
Kindergarten	708
Grade 1	722
Grade 2	711
Grade 3	757
Grade 4	783
Grade 5	848
Grade 6	877
Grade 7	897
Grade 8	883
Grade 9	1,036
Grade 10	839
Grade 11	831
Grade 12	721

Gender Student Count 2019-2020

Gender	Student Count
Female	5,471
Male	5,751

ELL Student Enrollment 2018-2019

		Grade						
		PK	KG	1	2	3	4	5
Clint ISD (071901)	A. ELLs Identified	318	351	364	419	414	410	392
	B. Non-Sp Ed ELLs In Bil	270	291	303	332	333	334	300
	C. Sp Ed ELLs In Bil	22	23	18	30	22	21	22
	D. ELLs In Bilingual	292	314	321	362	355	355	322
	E. Non-Sp Ed ELLs In ESL	0	*	*	0	*	0	0
	F. Sp Ed ELLs In ESL	0	0	0	0	0	*	*
	G. ELLs In ESL	0	*	*	0	*	*	*
	H. ELLs In Sp Ed Only	*	0	0	10	13	11	11
	I. ELLs W/Par. Den	20	29	34	46	46	43	59
	J. ELLs No Programs	0	0	0	0	0	0	0

		Grade						
		6	7	8	9	10	11	12
Clint ISD (071901)	A. ELLs Identified	379	277	244	270	146	106	104
	B. Non-Sp Ed ELLs In Bil	0	0	0	0	0	0	0
	C. Sp Ed ELLs In Bil	0	0	0	0	0	0	0
	D. ELLs In Bilingual	0	0	0	0	0	0	0
	E. Non-Sp Ed ELLs In ESL	283	203	191	145	110	92	84
	F. Sp Ed ELLs In ESL	46	352	21	23	16	10	13
	G. ELLs In ESL	329	238	212	245	133	102	97
	H. ELLs In Sp Ed Only	0	13	*	7	*	*	*
	I. ELLs W/Par. Den	41	26	23	17	0	0	0
	J. ELLs No Programs	0	0	0	0	0	0	0

SPED Student Enrollment 2019-2020

Clint ISD (071901)	Primary Disability										
	OI	OHI	AI	VI	ID	ED	LD	SI	AU	TBI	NCEC
	0	111	13	11	94	63	518	198	90	N/A	17

From the charts above, it is apparent that Clint ISD has many challenges in the population we serve. First and foremost, Clint ISD assures all of our students have healthy meals as a Provision II school district offering breakfast, lunch and dinner most days to our students. We offer these services due to the fact that over 85% percent of our students are Economically Disadvantaged and over 62% of our students are label as “At-Risk” by the Texas Education Agency. Finally, 39% percent of our students are Limited English Proficient. Daily, Clint ISD works diligently to place our students on the road to graduation, but has many obstacles. Despite the barriers, Clint ISD has a proven track record of helping our students successfully graduate and be career and college ready.

Demographics Strengths

Clint ISD Graduation Rate 2015-2019

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

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

Class	State Average	Regional Average	District Average
2020	N/A	N/A	96.7%
2019	90.0%	87.2%	97.6%
2018	94.0%	93.7%	96.9%
2017	89.7%	86.5%	95.4%
2016	89.1%	85.7%	91.8%
2015	89.0%	84.2%	91.4%

Drop-out Rate

Clint ISD's annual dropout rate still remains far below the state and regional averages.

Annual Dropout Rate (Gr 9-12)			
2017-18	1.9%	2.1%	0.6%
2016-17	1.9%	2.2%	0.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL Students have increased from 33% to 39% in two years. **Root Cause:** Students are not transitioning out of the bilingual program.

Problem Statement 2: At Risk Students remains at 62% of the total population. **Root Cause:** Students in special populations passing rates on the STAAR do not match their peers.

Problem Statement 3: Special Education Numbers increased to 1127. **Root Cause:** Changes to the identification protocols implemented by TEA.

Problem Statement 5 (Prioritized): The gap for ELL students increased during 2018-2019 and COVID 19 may increase that gap. **Root Cause:** There was a lack of an aligned Bilingual/ESL program in the district.

Problem Statement 6 (Prioritized): Special Education students, have progressed, but are still scoring below the other sub-populations. **Root Cause:** Special education students have large gaps that continue to need to be addressed.

Problem Statement 7 (Prioritized): 94% of students who are coded LEP/ESL/Bilingual have been in US schools 3+ years. **Root Cause:** There is a lack of an aligned Bilingual and ESL Program

Problem Statement 8: Data shows that ELL students are not exiting the Bilingual and ESL Program. **Root Cause:** Lack of an aligned Bilingual/ESL Program.

Student Learning

Student Learning Summary

There was no STAAR Administration in the Spring of 2020 due to COVID-19. The District has used the, Benchmark data and Interim Assessment Data as well as the STAAR EOC reports from December 2019 to create the District Improvement Plans.

District Year Long Assessment Data

	19-20 Spring G3 Math BM2						19-20 Spring G3 Reading BM2						Summarized Results					
	Total Students	Percent Score	Approaches GL CISD	Meets GL CISD	Masters GL CISD	Acct Raw Score	Total Students	Percent Score	Approaches GL CISD	Meets GL CISD	Masters GL CISD	Acct Raw Score	Total Students	Percent Score	Approaches GL CISD	Meets GL CISD	Masters GL CISD	Acct Raw Score
All Students	723	60%	66%	29%	12%	36	703	59%	63%	26%	15%	35	726	60%	65%	28%	13%	35
DHE	128	66%	76%	41%	13%	43	126	65%	72%	37%	22%	44	130	66%	74%	39%	18%	44
RSE	106	65%	73%	31%	16%	40	100	62%	72%	28%	13%	38	106	63%	72%	30%	15%	39
MVE	82	60%	67%	29%	15%	37	82	58%	59%	29%	20%	36	83	59%	63%	29%	17%	36
WDS	146	58%	59%	29%	11%	33	145	58%	56%	24%	14%	31	146	58%	57%	26%	13%	32
CTW	128	60%	68%	29%	12%	36	118	57%	60%	23%	14%	32	128	58%	64%	26%	13%	34
FME	133	54%	58%	16%	5%	26	132	57%	61%	19%	9%	30	133	56%	59%	17%	7%	28

	19-20 Spring G4 Math BM2						19-20 Spring G4 Reading BM2						Summarized Results					
	Total Students	Percent Score	Approaches GL	Meets GL	Masters GL	Acct Raw	Total Students	Percent Score	Approaches GL	Meets GL	Masters GL	Acct Raw	Total Students	Percent Score	Approaches GL	Meets GL	Masters GL	Acct Raw
All Students	743	60%	69%	36%	18%	41	721	61%	67%	30%	14%	37	750	60%	68%	33%	16%	39
DHE	143	67%	83%	48%	26%	52	132	67%	80%	39%	22%	47	143	67%	82%	43%	24%	50
RSE	113	62%	76%	42%	19%	45	110	64%	72%	38%	17%	42	114	63%	74%	40%	18%	44
MVE	77	59%	64%	42%	19%	42	76	59%	66%	32%	17%	38	77	59%	65%	37%	18%	40
CTW	120	58%	60%	32%	16%	36	116	61%	64%	33%	16%	37	122	59%	62%	32%	16%	37
WDS	163	58%	63%	33%	20%	38	160	58%	59%	23%	11%	31	164	58%	61%	26%	14%	34
FME	127	56%	69%	20%	9%	33	127	60%	72%	28%	6%	35	130	58%	70%	24%	8%	34

	19-20 Spring G5 Science BM2					
	Total Students	Percent Score	Approaches GL	Meets GL	Masters GL	Acct Raw
All Students	805	64%	60%	30%	10%	33
WDS	173	70%	73%	39%	15%	42
MVE	105	65%	63%	34%	10%	36
FME	145	62%	59%	25%	8%	31
DHE	168	62%	53%	29%	9%	30
RSE	102	62%	55%	27%	7%	30
CTW	112	60%	53%	21%	7%	27

	19-20 Spring G5 Math BM2						19-20 Spring G5 Reading BM2						Summarized Results					
	Total Students	Percent Score	Approaches GL CSD	Meets GL CSD	Masters GL CSD	Acct Raw Score	Total Students	Percent Score	Approaches GL CSD	Meets GL CSD	Masters GL CSD	Acct Raw Score	Total Students	Percent Score	Approaches GL CSD	Meets GL CSD	Masters GL CSD	Acct Raw Score
All Students	803	66%	79%	46%	26%	50	793	66%	70%	38%	20%	43	820	66%	74%	42%	22%	46
FME	143	69%	80%	53%	34%	55	138	70%	72%	49%	30%	50	145	69%	76%	51%	32%	53
RSE	102	69%	85%	51%	27%	55	91	67%	71%	35%	20%	42	103	68%	79%	44%	24%	49
MVE	104	67%	78%	50%	31%	53	107	66%	68%	38%	21%	42	108	67%	73%	44%	26%	48
DHE	172	66%	78%	45%	27%	50	170	67%	72%	40%	27%	46	173	67%	75%	42%	27%	48
CTW	115	63%	77%	41%	16%	44	114	64%	68%	32%	19%	40	116	64%	72%	37%	17%	42
WDS	167	63%	77%	40%	19%	45	173	65%	70%	34%	12%	39	175	65%	72%	36%	14%	41

	19-20 Spring G4 Writing BM2					
	Total Students	Percent Score	Approaches GL CSD	Meets GL CSD	Masters GL CSD	Acct Raw Score
All Students	717	60%	60%	32%	9%	34
DHE	128	67%	77%	43%	13%	44
CTW	119	61%	59%	34%	14%	36
RSE	111	61%	67%	32%	5%	35
MVE	76	58%	54%	33%	7%	31
WDS	160	58%	55%	28%	9%	31
FME	123	59%	57%	26%	7%	30

Student Learning Strengths

Clint ISD showed large gains during the December 2019 STAAR/EOC administration as reflected in the charts below:

	Algebra I											
	2019 December				2018 December				2017 December			
	Total Students	% Approaches GL	% Meets GL	% Masters GL	Total Students	% Approaches GL	% Meets GL	% Masters GL	Total Students	% Approaches GL	% Meets GL	% Masters GL
District	70	56%	7%	0%	95	39%	3%	0%	103	20%	0%	0%
CECA	-	-	-	-	-	-	-	-	-	-	-	-
CHS	12	42%	8%	0%	15	67%	7%	0%	12	33%	0%	0%
HHS	41	61%	10%	0%	51	35%	0%	0%	61	13%	0%	0%
MVHS	17	53%	0%	0%	29	31%	7%	0%	30	30%	0%	0%

	Biology											
	2019 December				2018 December				2017 December			
	Total	% Approaches	% Meets GL	% Masters	Total	% Approaches	% Meets GL	% Masters	Total	% Approaches	% Meets GL	% Masters

	Students	GL	GL	Students	GL	GL	Students	GL	GL
District	131	52%	5%	130	32%	1%	97	31%	3%
CECA	1	100%	0%	1	0%	0%	1	100%	0%
CHS	33	48%	0%	26	27%	0%	15	47%	7%
HHS	73	55%	7%	72	32%	0%	61	25%	0%
MVHS	24	46%	8%	31	39%	3%	20	35%	10%

English I												
	2019 December				2018 December				2017 December			
	Total Students	% Approaches GL	% Meets GL	% Masters GL	Total Students	% Approaches GL	% Meets GL	% Masters GL	Total Students	% Approaches GL	% Meets GL	% Masters GL
District	350	27%	7%	0%	392	21%	5%	0%	393	16%	3%	0%
CECA	2	0%	0%	0%	4	0%	0%	0%	5	80%	20%	0%
CHS	86	16%	2%	0%	72	24%	6%	0%	67	16%	3%	0%
HHS	189	31%	8%	0%	216	17%	3%	0%	233	12%	1%	0%
MVHS	73	33%	10%	0%	100	29%	11%	0%	88	22%	5%	1%

English II												
	2019 December				2018 December				2017 December			
	Total Students	% Approaches GL	% Meets GL	% Masters GL	Total Students	% Approaches GL	% Meets GL	% Masters GL	Total Students	% Approaches GL	% Meets GL	% Masters GL
District	250	26%	5%	0%	275	17%	4%	0%	274	22%	7%	0%
CECA	1	0%	0%	0%	2	0%	0%	0%	3	67%	33%	0%
CHS	60	25%	3%	0%	50	20%	4%	0%	55	29%	9%	0%
HHS	127	24%	5%	0%	152	13%	3%	0%	138	17%	6%	0%
MVHS	62	34%	8%	0%	71	27%	6%	0%	78	22%	8%	0%

Also, Clint ISD did well on the new Career College and Military Readiness rating. CCMR ratings increased by 21% and was the highest in Region 19.

Campus	2019 CCMR Rate*	2018 CCMR Rate
Clint ISD	72	51
Clint High School	96	54
Mountain View High School	68	43
Horizon High School	56	41
Clint Early College Academy	101	100

Elementary School Spring Assessments showed that students were on target during the Spring of 2020

Grade 3	19-20 Spring G3 Math BM2					19-20 Spring G3 Reading BM2				
		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD
	District	724	66%	29%	12%	District	703	63%	26%	15%
	CTW	128	68%	29%	12%	CTW	118	60%	23%	14%
	DHE	129	76%	42%	14%	DHE	126	72%	37%	22%
	FME	132	58%	16%	5%	FME	131	60%	18%	8%
	MVE	82	67%	29%	15%	MVE	82	59%	29%	20%
	RSE	106	73%	31%	16%	RSE	100	72%	28%	13%
	WDS	147	59%	29%	11%	WDS	146	56%	25%	15%

Grade 4	19-20 Spring G4 Math BM2					19-20 Spring G4 Reading BM2					19-20 Spring G4 Writing BM2				
		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD
	District	745	69%	35%	18%	District	725	68%	31%	14%	District	725	61%	32%	9%
	CTW	122	59%	31%	16%	CTW	119	63%	32%	15%	CTW	119	59%	34%	14%
	DHE	143	83%	48%	26%	DHE	132	80%	39%	22%	DHE	128	77%	43%	13%
	FME	127	69%	20%	9%	FME	128	72%	28%	6%	FME	127	57%	26%	6%
	MVE	77	64%	42%	19%	MVE	76	66%	32%	17%	MVE	76	54%	33%	7%
	RSE	113	76%	42%	19%	RSE	110	72%	38%	17%	RSE	113	65%	31%	5%
	WDS	163	63%	33%	20%	WDS	160	59%	23%	11%	WDS	162	54%	27%	9%

Grade 5	19-20 Spring G5 Math BM2					19-20 Spring G5 Reading BM2					19-20 Spring G5 Science BM2				
		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD		Total Students	App GL CSD	Meets GL CSD	Masters GL CSD
	District	820	79%	46%	25%	District	814	70%	38%	21%	District	807	60%	30%	10%
	CTW	116	76%	41%	16%	CTW	116	67%	33%	20%	CTW	114	52%	21%	7%
	DHE	172	78%	45%	27%	DHE	172	72%	40%	27%	DHE	168	53%	29%	9%
	FME	146	79%	53%	33%	FME	141	72%	50%	30%	FME	145	59%	25%	8%
	MVE	108	78%	48%	30%	MVE	108	69%	39%	20%	MVE	105	63%	34%	10%
	RSE	104	86%	51%	27%	RSE	102	65%	32%	18%	RSE	102	55%	27%	7%
	WDS	174	76%	40%	20%	WDS	175	70%	34%	12%	WDS	173	73%	39%	15%

New for 2020-2021 Career and Technical Education Comprehensive Needs Assessment

Our district serves approximately 11,271 students of which 3,267 students are enrolled in grades 9-12. At Clint ISD our grade alignment for secondary campuses are grades 9-12 throughout our three high schools and one early college academy. We offer 11 Career Clusters and 24 Programs of Study in our district. We are well above the recommended 4 programs of study for an LEA high school enrollment of 2,001 – 5,000 of students. We currently have 2,241 students participating in CTE programs. Since 2018-19 we have increased the number of programs of study offerings from 21 to 24.

As a district, we have shown progress over the last couple of years increasing opportunities for our students to participate in work-based learning. Since 2017-18, we have expanded our Practicum course offerings by three programs of study: Dental II, Patient Care Technician, and Pharmacy Technician. We have increased enrollment in our Practicum/Extended practicum courses from 22 students in 2017-18 to 63 students this year. We work closely with El Paso Community College (EPCC) to identify opportunities for student to complete advanced academic courses. Currently our district offers Advanced Placement opportunities such as AP Computer Science at all three high schools and at our early college academy. Dual Credit attainment is available both on-line and face-to-face instruction through EPCC.

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

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

Top Priorities for CTE:

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause:** Not all students progressed during 2018-2019 and COVID 19 may cause other students to have a gap.

Problem Statement 2 (Prioritized): The gap for ELL students increased during 2018-2019 and COVID 19 may increase that gap. **Root Cause:** There was a lack of an aligned Bilingual/ESL program in the district.

Problem Statement 3 (Prioritized): Special Education students, have progressed, but are still scoring below the other sub-populations. **Root Cause:** Special education students have large gaps that continue to need to be addressed.

Problem Statement 4: Teacher pedagogy and levels of engagement are not consistent in all classrooms. **Root Cause:** There is a lack of vertical alignment of a lesson cycle in the classrooms across the district.

Problem Statement 5: Student passing rates on the STAAR Exam are not above the state rates in all tested areas. **Root Cause:** Class-loads are not the direct cause

Problem Statement 6 (Prioritized): 94% of students who are coded LEP/ESL/Bilingual have been in US schools 3+ years. **Root Cause:** There is a lack of an aligned Bilingual and ESL Program

Problem Statement 7: Not all students have access to the Internet for remote learning programs and the district will need to support them. **Root Cause:** Many families cannot afford Internet access

Problem Statement 8: Not all students have access to Remote Learning programs. **Root Cause:** Not all students have Internet hotspots to access Remote Learning Programs.

Problem Statement 9 (Prioritized): CTE Programs need to continue to expand to align with the community job needs. **Root Cause:** Community needs have changed

District Processes & Programs

District Processes & Programs Summary

2019-2020 Accountability

For 2019-2020, all campuses were rated "Not Rated: Declared State of Disaster". All preliminary data from District Benchmarks and Assessments indicated that the district was improving and would have increase the overall ratings for 2019-2020. In order to assess the gaps that student may have due to the COVID pandemic, we will be using a growth measure program developed through NWEA. The NWEA MAP program will assess students at the beginning, middle and end of year to determine skills and content levels. This data can guide instruction and will be available for ELAR and Math - Grades K-10 and Science 5th and 8th. This new support will help teachers indentfy student acadmic needs that have occurred with the Pandemic.

New Teacher Center Program

During the 2019-2020 school year, Clint ISD used the New Teacher Center Coaching Model. The program entails providing dedicated support for teachers through a mentorship and coaching model. Teachers are tiered based on their experience and provided supports by the staff. The purpose of the program is to retain teachers in the first few years of their teaching careers through designated supports.

The following chart shows the program aspects:

New Teacher Center Targets

Solution	Audience	Benefits
Teacher Induction	New Teachers	Improved student achievement, increased new teacher effectiveness and retention, reduced district recruiting costs, and expanded teacher leadership opportunities.
Instructional Coaching	All Teachers	Improved student achievement, elevated instructional practice, increased educator effectiveness, and expanded teacher leadership opportunities.
Early Learning	Early Childhood and Elementary Instructional Leaders	Improved program quality, deepened understanding of teaching and learning best practices to support young learners, and alignment across early childhood and elementary practice.

Solution	Audience	Benefits
School Leadership	School Leaders, District Leaders, Teacher Leaders	Improved student learning, improved teacher effectiveness, and expanded teacher leadership opportunities. Networked leaders aligned to common district instructional vision.

Retention Rate - Overall 86% Retention 2018 -2019; Overall 84% Retention 2017 -2018

A 2% Increase in retention from the previous year.

New Staff By Area

During 2018-2019 new programs were added which included the addition of new teachers at all levels. Elementary campuses received additional bilingual, special education, and fine arts teachers. Middle school campuses received special education programs (as needed), fine arts teachers, and AVID elective teachers. High School campuses received new FTE's for AVID Elective teachers and special education programs (as needed). The addition of several new FTE's necessitated the need to add an additional Mentor Coordinator. and a Fine Arts Coordinator These Coordinators will assist with supporting new teachers in their areas. These teachers will continue to me supported in Year 2. The Mentor Coorindator is part of the TPTR grant to retain teachers and is part of our District of Innovation Plan.

English Learner Needs

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

Grade	Students in US Schools by Year
3rd	94%
6th	91%
9th	80%

The District will begin the process of training staff to implement the Dual Language program for all elementary grade levels beginning in 2020-2021. Professional development and implementation processess will be put in place to address the need to align the program. All elementary bilingual teachers will be trained in the Dual Language program during the Spring of 2020.

Remote Learning Needs

The District will be required to operate Remote Learning programs, at all levels, during the Spring 2020 school year. This remote learning will require that the District create instructional programs and provide resources to families. The District will need to ensure that all students have Internet access so that this required Remote Learning can occur. The District will use Federal Funds to purchase mobile hotspots for students to access the Internet and Remote Learning programs. The District will continue with students learning at home in the Fall 2020 Semester through the I-LEARN@HOME program where our teachers are in their classrooms and the students are learning from home.

District Processes & Programs Strengths

Instructional Program

At the cornerstone of our instructional plan is the continued use of an aligned curriculum via the TEKS Resource System (TRS). TRS is a partnership of many regional service centers, districts, and teachers to take the Texas State Curriculum, the TEKS, and enhance the objectives with lessons, a teaching flow, vocabulary, and assessments. Currently, many school districts across the state, including many locally are using the curriculum product. The TRS curriculum is online based and continually being updated which requires frequent updates. Coupled with a well aligned curriculum is an assessment of that curriculum or benchmarking program. The benchmarking program consists of two main initiatives – a well planned curriculum and assessments which check the mastery of that curriculum. The TRS curriculum is a breakdown of every TEK that must be taught for every subject at every grade; the benchmarks are the assessments that evaluate the student achievement in the content. The two act as a guide for teachers to reteach content that students did not master. TRS allows teachers to follow the content that needs to be taught and the benchmark allows the teacher to see where students need assistance. Considerable resources are utilized to review the scope and sequence. Ensuring that the curriculum in Clint ISD is aligned with TEA accountability and college and career readiness is also important and a strength. Continuing to offer college readiness programs is vital to student success especially based on our high At-Risk population. The campuses will be monitoring all instruction at a heightened level during 2019-2020. This district will also move to a 3-6-9 Common Assessment program in which we will have formative assessments for students at these intervals. Clint ISD will also utilize the MAP program through NWEA to identify student skills and content levels for teacher instructional supports.

District Committees and Operations

The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2019-2020 is the inclusion of the Instructional Leadership Team which meets monthly with all Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR. The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and

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

District of Innovation

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

1. First Day of Instruction - §25.0811
2. Professional Development - §21.452 and §21.458
3. Minimum Attendance for Class Credit or Final Grade - §25.092
4. Student/Teacher Ratios and Class Size - §25.112, §25.113
5. Teacher Appraisal - §21.352
6. CTE Teacher Certification
7. Health Instruction Options

The committee approved to unanimously adopt the District of Innovation plan and exemptions on May 23, 2017 and the Board of Trustees approved the plan on July 20, 2017; the plan will be active through July 20, 2022. The plan was updated in March 2020 as well. This approval also created the New Teacher Mentor Coordinator program. This program enables staff to utilize the protocols of the New Teacher Center to provide coaching for new staff ensuring their continued success in the profession. The two mentor coordinators assist teachers daily through this research based coaching model.

Safety and Support

For the safety and support of our campuses, Clint ISD and the El Paso County Sheriff's Office have participated in a grant funded through the U.S. Department of Justice, Office of Community Oriented Policing Services (**COPS**). The grant has enabled Clint ISD to have law enforcement officers take an active role in providing a law enforcement presence at our schools. Clint ISD annually funded a portion of the Sheriff's salary and the grant funded the rest. The SRO's have been an active force in ensuring the safety of our students/staff and have

also performed outside their traditional role by conducting classroom presentations on a variety of subject matters. The officers also assist with donations for our Communities in Schools program, as well as counsel students and work with parents to support their parenting skills. For 2019-2020, no grant funds are again available and Clint ISD is funding the program to have 10 to 12 SRO's daily in the District. The District SRO's also conduct presentations for our students the following:

- The effects of drugs and alcohol
- Bullying and cyberbullying
- Internet safety
- Sexting
- Dating violence
- Assaults
- Stranger danger (for elementary students).

Early Education

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

- Reading Academies for all teachers (PK-3) and Elementary Principals.
- Math Academies for all teachers (PK-3)
- Implementation of a state approved comprehensive phonics program.
- Full Day Pre-K
- Resources for 21st Century Learning
- Progress Monitoring/Goal Setting

Dual Language Program

Clint ISD will be implementing the Dual Language program in 2020-2021. This program will allow students to be instructed in English and Spanish at the same time. The students will have instruction from two teachers. One will provide instruction in English and the other instruction in Spanish. The resources, training and monitoring will be implemented throughout the summer and during the entire school year.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The need for uniformed officers continues to be a focus at our campuses. **Root Cause:** The potential attack from outside individuals

remains a threat.

Problem Statement 2: The need for extra support of new staff requires additional mentor coordinators. **Root Cause:** More than 30 new teachers have been hired who will need support.

Problem Statement 3: The New Teacher Center requires additional training in their protocols. **Root Cause:** Staff have been hired/added who have not been trained.

Problem Statement 4: Data shows that ELL students are not exiting the Bilingual and ESL Program. **Root Cause:** Lack of an aligned Bilingual/ESL Program.

Problem Statement 5: Not all students have access to Remote Learning programs. **Root Cause:** Not all students have Internet hotspots to access Remote Learning Programs.

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

Perceptions

Perceptions Summary

Clint ISD has adopted and embraced the Core Leadership Values.



CLINT INDEPENDENT SCHOOL DISTRICT
CORE VALUES

WE ARE

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

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

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

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

Transparent through open communication, leadership, accountability and integrity.

Independent **S**chool **D**istrict

#WeAreClintISD

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

District Committees and Operations

The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2019-2020 is the inclusion of the Instructional Leadership Team which meets monthly with all Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR.

The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and

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

Attendance Rate

Clint ISD's Attendance Rate was 95.89% 2018-2019. The Instructional Leadership team reviewed attendance procedures with all administration and the expectations. COVID 19 did not allow the district to accurately gather an attendance rate for 2019-2020. The targets will be closely monitored to ensure we have over 96% attendance.

Classroom observations reveal that not all teachers are teaching at the same level. The Accountability Team as well as the Instructional Coordinators visited classrooms throughout 2019-2020 and found various levels of teaching in each classroom. For 2020-2021, all classrooms will continue implementing the Fundamental 5 as well as AVID strategies. The Instructional Services Department will monitor teachers in need of support and provide the appropriate mentorship of any teachers in need of support. The I-LEARN equipment will also be added to all classrooms in which teachers can broadcast, record and project their instructional practices.

Perceptions Strengths

Clint ISD Supports and Service

Students in Clint ISD have a smaller teacher to student ratio than our neighboring Districts. Our Treat Every Student Like a VIP begins with lower class sizes to support our students instructionally. Clint ISD also has two counselors at most campuses and the Communities in Schools Program to support students. During 2020, the District has began implemented the Nearpod SEL program to assist our students with having social emotional learning (SEL) supports. The District has a custom service protocol in which all stakeholders are treated with respect and diligence. For the last two years, the District has had a dedicated support staff member to work with parent's who have concerns. Concerns are addressed immediately and the administration monitors all concerns. Furthermore, the District's leadership from Superintendent to Cabinet, meet with parents on a regular basis to support their needs.

Clint ISD has average classload well below the state averages which the chart indicates.

	2019	2019	2019
	Enrollment	FTE	AVG Class Size
CHS	737	42.05	17.5
MVHS	805	53.65	15.1
HHS	1561	93.3	16.8
CECA	324	15.8	20.5
CJHS	519	26.6	19.5
EMMS	629	39.9	15.8
HMS	764	41.6	18.4
REJHS	743	40.4	18.4
WDS	1022	57	17.9
RSE	687	44	15.6
DHE	1022	58.5	17.5
MVE	568	37.7	15.0
FME	1038	58	17.9
CTW	851	50.8	16.8

During the 2020-2021 school year, students will be learning in a both an at home and at school learning environemnt. Due to the COVID 19 pandemic, we must offer students a choice of their learning program. We have created the term I-LEARN@HOME for virtual learning and I-LEARN@SCHOOL for face-to-face instruction. The majority of students chose to learn at home with 76%. The following chart represents the learning model selection by campus.

Level	Campus	ILEARN@ HOME	ILEARN@ HOME	ILEARN@ SCHOOL	ILEARN@ SCHOOL	Grand Total
EL	CARROLL T WELCH ELEMENTARY 106	521	72%	200	28%	721
EL	DESERT HILLS ELEMENTARY 103	639	76%	197	24%	836
EL	FRANK MACIAS ELEMENTARY 105	666	70%	284	30%	950
EL	MONTANA VISTA ELEMENTARY 104	310	70%	133	30%	443
EL	RED SANDS ELEMENTARY 102	447	71%	187	29%	634
EL	WM DAVID SURRETT ELEMENTARY101	687	71%	286	29%	973
MS	CLINT JR HIGH SCHOOL 041	426	78%	119	22%	545
MS	EAST MONTANA MIDDLE SCHOOL 042	467	76%	144	24%	611
MS	HORIZON MIDDLE SCHOOL 044	558	78%	155	22%	713
MS	RICARDO ESTRADA MIDDLE SCHOOL 045	500	77%	150	23%	650

MS	RICARDO ESTRADA MIDDLE SCH 045	502	77%	150	23%	652
HS	CLINT HIGH SCHOOL 001	604	86%	101	14%	705
HS	CLINT ISD EARLY COLLEGE ACAD	296	85%	52	15%	348
HS	HORIZON HIGH SCHOOL 004	1234	79%	323	21%	1557
HS	MOUNTAIN VIEW HIGH SCHOOL 002	693	86%	110	14%	803
Grand Total		7775	76%	2391	24%	10166

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance was below the 96% target rate for the year. **Root Cause:** Students attendance rates are not consistent from campus to campus.

Problem Statement 2: Student passing rates on the STAAR Exam are not above the state rates in all tested areas. **Root Cause:** Class-loads are not the direct cause

Problem Statement 3: Teacher pedagogy and levels of engagement are not consistent in all classrooms. **Root Cause:** There is a lack of vertical alignment of a lesson cycle in the classrooms across the district.

Problem Statement 4: Data shows that ELL students are not exiting the Bilingual and ESL Program. **Root Cause:** Lack of an aligned Bilingual/ESL Program.

Problem Statement 5: A large number of students (76%) will remain in the I-LEARN@HOME program **Root Cause:** Concerns from the Pandemic

Priority Problem Statements

Problem Statement 1: Students must show progress annually to be successful. Accelerated instruction must be provided.

Root Cause 1: Not all students progressed during 2018-2019 and COVID 19 may cause other students to have a gap.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The gap for ELL students increased during 2018-2019 and COVID 19 may increase that gap.

Root Cause 2: There was a lack of an aligned Bilingual/ESL program in the district.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Special Education students, have progressed, but are still scoring below the other sub-populations.

Root Cause 3: Special education students have large gaps that continue to need to be addressed.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: The need for uniformed officers continues to be a focus at our campuses.

Root Cause 4: The potential attack from outside individuals remains a threat.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Attendance was below the 96% target rate for the year.

Root Cause 5: Students attendance rates are not consistent from campus to campus.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: CTE Programs need to continue to expand to align with the community job needs.

Root Cause 6: Community needs have changed

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 94% of students who are coded LEP/ESL/Bilingual have been in US schools 3+ years.

Root Cause 7: There is a lack of an aligned Bilingual and ESL Program

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: TEA has set expectations for all school districts to set clear early learning goals for students in grades PK-3 in the areas of Math and Reading.

Root Cause 8: Not all students entering 4th grade are on grade level in the areas of Reading and Math.

Problem Statement 8 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals



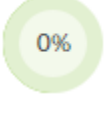
Revised/Approved: August 27, 2020




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


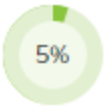

Performance Objective 1: Teachers will utilize the TRS - curriculum and instruction system, instructional resources, student assessments, support services and student interventions to improve student performance.


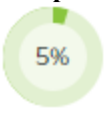
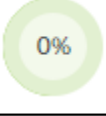
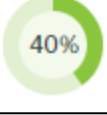
Evaluation Data Sources: All district level student performance targets will improve by 5% for all tested levels.






Summative Evaluation: None





Strategy 1: The District will monitor and purchase campus instructional resources and textbooks to ensure that they are aligned with district initiatives. Strategy's Expected Result/Impact: Formative: Benchmarks, math and reading assessments, Summative : STAAR, IDEL, TELPAS, RDA Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Funding Sources: ELL Resources - 199 GENERAL FUND - \$60,000, ELL Resources - 263 ESEA, TIII LEP - \$60,000, Textbooks - 410 IMA	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: The District will provide additional resources and material to campuses district-wide. Strategy's Expected Result/Impact: Formative: Benchmarks, reading assessments, Early LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, RDA, Advance Ins License. Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Funding Sources: - 255 ESEA, TIIA,TPTR - \$95,000, Instructional Resources - 211 ESEA, TI A IMP, Instructional Resources - 199 GENERAL FUND, Instructional Resources - 263 ESEA, TIII LEP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: The District will enhance student higher level thinking processes by providing a Robotics program and provide via transportation, and competition fees for the program. Strategy's Expected Result/Impact: Student competition results Staff Responsible for Monitoring: Curriculum and Instruction, Instructional Technology Coordinators Title I Schoolwide Elements: 2.5 Funding Sources: Robotics Supplies & Materials (STEM) - 281 Title IV, Part A SSAEP - 281.E11.6399.RB.802.0.24, Entry Fees & Transportation - 281 Title IV, Part A SSAEP - 281.E11.6410/6412.RB.802.0.24, - 199 GENERAL FUND, - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May




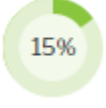
Strategy 4: The District will adopt and/or purchase instructional materials, supplies and software that align to the curriculum and support district initiatives in Math, Science, Social Studies, Writing, ELAR, GT, and Dyslexia. The district will purchase language program booklets for campuses in need to support students with dyslexia. Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, purchase orders, instructional material allotment (IMA) artifacts, new adoption artifacts, Amplify mClass for Reading universal screener, Dyslexia Reading screener, TCM Digital Texts Passages, FPC Literacy Kits, library inventories, activity reporting forms, Family Nights, Science adoption to teach TEKS, Robotics competition, student participation and involvement, New Teacher Center supplies. Staff Responsible for Monitoring: Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches, Teachers Title I Schoolwide Elements: 2.5 Funding Sources: - 281 Title IV, Part A SSAEP - \$35,000, Instructional Resources - 211 ESEA, TI A IMP - \$86,929, Instructional Resources and Textbooks - 410 IMA, ELL Resources - 263 ESEA, TIII LEP, Teacher and Principal Resources - 255 ESEA, TIIA,TPTR - \$4,000, - 199 GENERAL FUND - \$157,449	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 5: The District will provide funding for supplemental technology equipment, audio visual equipment, and learning software and consumable resources which align with District initiatives. Strategy's Expected Result/Impact: Formative: Benchmarks, reading assessments, Math, Reading, and other core content software, Summative : STAAR, IDEL, TELPAS, RDA Staff Responsible for Monitoring: Curriculum and Instruction & Campus Administration Title I Schoolwide Elements: 2.5 Funding Sources: Technology Resources - 272 MEDICAID ADMINISTRATIVE CLAIMING PROGRAM - \$265,000, Technology Resources - 211 ESEA, TI A IMP - \$14,000, Technology Resources - 199 GENERAL FUND - \$100,000, Technology Resources/Software - 263 ESEA, TIII LEP - \$82,000, Activities to support effective use of technology. - 281 Title IV, Part A SSAEP - 281.E11.6395.00.802.0.24	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: The District will provide material and resources for fall, spring and summer intersession instruction programs. Strategy's Expected Result/Impact: Formative: Benchmarks, reading assessments, Early LITERACY data, Summative : STAAR, IDEL, TELPAS, RDA Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Title I Schoolwide Elements: 2.6 Funding Sources: Summer School Extra Duty Pay and Resources - 211 ESEA, TI A IMP, Instructional Resources - 199 GENERAL FUND - \$40,000, Intersession Extra Duty Pay and Resources - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May






Strategy 7: The District will provide a Interession program which includes summer resources , accelerated instruction and supports. Content will be offered in the following: LitCamp (Reading Program), Math, Reading, End of Course Remediation and other identified core subject areas. Strategy's Expected Result/Impact: Student Progress Reports Attendance Sheets Employee Timesheet Program Timeline/Schedule Staff Responsible for Monitoring: Federal Programs Director Elementary/Secondary Curriculum and Instruction Department Assistant Superintendents Chief Financial Officer Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Extra-duty pay for summer school during the summer months. - 211 ESEA, TI A IMP - 211.E11.6117.00.699.0.24, Supplemental supplies for summer school programs. - 211 ESEA, TI A IMP - 211.E11.6399.00.699.0.24	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 8: The District will provide vision services to children in schoolwide campuses that are not insured to assist children in their achieve academic success. Strategy's Expected Result/Impact: Referral Forms Sign In Sheets Appointment Forms Parent Consent Forms Phone and Contact Logs Staff Responsible for Monitoring: Federal Programs Director Title I Clerk Nurses Title I Schoolwide Elements: 2.4 Funding Sources: Vision services for children in schoolwide campuses. - 211 ESEA, TI A IMP - \$2,500	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 9: The District will provide instructional resources for students with auditory and visual impairments to allow access to instruction. Strategy's Expected Result/Impact: Students will continue to meet progress on their progress reports Staff Responsible for Monitoring: SPED Director, Assistant SPED Director, Instructional Services Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 10: The District will provide universal Pre-Kindergarten instruction to students of Clint ISD in order to prepare children transitioning into Kindergarten. Strategy's Expected Result/Impact: Class rosters, attendance reports, early literacy/math data, student assessments Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administrators, Counselors Funding Sources: Staff Salaries - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 11: The District will offer Pregnancy Related Services (PRS) to support students in home-bound or at school programs. Strategy's Expected Result/Impact: Sign In Sheets Appointment Calendar Consent Forms Phone and Contact Logs Student Progress Reports Other (Physician Notes) Staff Responsible for Monitoring: Federal Programs Director PRS Itinerary Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Extra Duty Costs for PRS Itinerary Teacher - 199 GENERAL FUND - 199.E11.6117.F5.802.0.30 - \$0 , Supplemental supplies for teen parents enrolled in PRS program. - 199 GENERAL FUND - 199.E11.6399.F5.802.0.30 - \$1,000, Transportation costs for teen parents attending PRS events. - 199 GENERAL FUND - 199.E11.6494.F5.802.0.30 - \$850	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 12: The District will pay tuition for students whose main mode of communicating in sign language to attend RDSPD in EPISD. Strategy's Expected Result/Impact: Students will learn sign language as their mode of communication Staff Responsible for Monitoring: Director of Special Education, Assistant Director of Special Education, Itinerant Teacher for deaf students Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 13: The District and campus administration will ensure utilization of the TEKS Resource System (TRS). Strategy's Expected Result/Impact: Curriculum based assessments, common assessments, Istation, DRA, STAAR and TELPAS results Staff Responsible for Monitoring: Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches Funding Sources: Professional Development as needed - 211 ESEA, TI A IMP - 211.11.6247	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 14: The District will provide ongoing training on planning with IFD and YAG in content areas for teachers and campus leadership. Strategy's Expected Result/Impact: Formative: Benchmarks, math and reading assessments, Summative : STAAR, IDEL, TELPAS, RDA Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 15: The District instructional coordinators will monitor campus level TEKS Academies/ PLC's to ensure rigor required for instruction in all content areas. Strategy's Expected Result/Impact: Training dates, sign-in sheets, classroom observations, agendas, artifacts: student work Staff Responsible for Monitoring: Curriculum and Instruction Staff Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 16: The District will provide opportunities for teachers and campus administrators to attend vertical alignment meetings offered once every grading period to discuss curriculum alignment in the TEKS, the process standards and share best practice strategies such as the Fundamental Five. Strategy's Expected Result/Impact: Formative: Benchmarks, math and reading assessments, Summative : STAAR, IDEL, TELPAS, PBM Lead4ward, Fundamental Five Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Title I Schoolwide Elements: 2.5 Funding Sources: - 255 ESEA, TIIA,TPTR - \$4,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 17: The District will implement the NWEA Map program to evaluate student skill and content knowledge in grades K-8 for reading, math and science; and for Algebra I, English I and English II. Strategy's Expected Result/Impact: Improved content knowledge and skill set Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability Funding Sources: Online Evaluation Software - 211 ESEA, TI A IMP - \$85,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 18: The District will develop CA's (common assessments) in order to progress monitor the student's academic growth and curriculum alignment in all core content areas. CA's will also be available online and completed by all campuses following the CA testing schedule. Designated supports for special populations will be available via online tools. Strategy's Expected Result/Impact: CA development documents, Eduphoria-Aware, data dialogues Staff Responsible for Monitoring: Campus administration, Teachers, Curriculum and Instruction, Curriculum Coaches Title I Schoolwide Elements: 2.4 Funding Sources: - 211 ESEA, TI A IMP - \$46,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 19: The District will ensure campuses utilize data derived from common assessments and intervention programs to guide and improve teaching and learning. Strategy's Expected Result/Impact: Reading and Math assessment reports generated from software programs, benchmark data, and NWEA MAP Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration, Curriculum Coaches Funding Sources: - 211 ESEA, TI A IMP - \$46,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 20: Secondary campuses will monitor 9 Week Assessment Data through PLC's and data dialogues to ensure quality interventions are aligned to student need. Strategy's Expected Result/Impact: Eduphoria Reports, Data Dialogues, PLC agendas Staff Responsible for Monitoring: Curriculum and Instruction, Accountability Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 21: The District will monitor digital nine week assessments aligned with the Triumph Targets for K-2 after face-to-face instruction resumes. Strategy's Expected Result/Impact: Formative: Online Literacy Assessments Summative: EOY Online Literacy Assessments Staff Responsible for Monitoring: Elementary Instructional Coordinators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 22: The District will monitor the implementation of student level interventions through RtI and monthly principal meetings. Strategy's Expected Result/Impact: Meeting agendas, Frontline RtI data Staff Responsible for Monitoring: Curriculum and Instruction, campus administration, curriculum coaches Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 23: The District will provide accelerated instruction for students to allow them to gain, recover, acquire and/or verify credits through the use of non-traditional means. Interventions will include: Fall Intersessions, Spring Intersessions, Summer Intersessions and during the school year supports. Strategy's Expected Result/Impact: Completion rate, graduation rate SSI passing rates Intersession student rosters Student improvement data Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration, Counselors Title I Schoolwide Elements: 2.6 Funding Sources: Extra Duty Pay for Tutoring (October & March) - 211 ESEA, TI A IMP - 211 E 11 6117 00 802 0 24, Extra Duty Pay and Resources - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 24: The District will monitor classroom rigor and alignment of instruction during the academic school year to include summer school programs. Strategy's Expected Result/Impact: Eduphoria walkthrough data, common assessments, Istation, Think Through Math, STAAR and TELPAS results, lesson plans Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration, Curriculum Coaches Title I Schoolwide Elements: 2.6 Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 25: The District and campus administration will conduct classroom walkthroughs which are aligned to the T-TESS which ensure the implementation of professional development strategies and will provide support to strengthen the implementation of professional development as needed. Strategy's Expected Result/Impact: Formative: Benchmarks, math and reading assessments, Summative : STAAR, IDEL, TELPAS, PBM Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 26: The District conduct the T-TESS component of the Student Learning Objective (SLO) Process for all teachers to include the following: SLO identification Tracking of Students Progress Year End Success and Reflect Process Strategy's Expected Result/Impact: SLO Tracking documents, SLO Rubrick, Eduphoria Reports Staff Responsible for Monitoring: Curriculum and Instruction, Accountability Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May




Strategy 27: The District will provide mentoring for instruction and provide support to address concerns by dedicating staff to mentor new teachers. The District will utilize the New Teacher Center to support students. Strategy's Expected Result/Impact: Formative: Benchmarks, math and reading assessments, Summative : STAAR, IDEL, TELPAS RDA Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration, Mentor Coordinators Title I Schoolwide Elements: 2.4 Funding Sources: Mentor Teacher Coordinator Salaries - 255 ESEA, TIIA, TPTR	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				






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








Performance Objective 2: District and campus staff will participate in professional learning opportunities throughout the 2020-2021 school year, with an emphasis on Meets and Masters Grade Level Performance on Domain II .

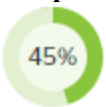
Evaluation Data Sources: Performance gaps among all student groups will be closed as evidenced on Domain III - Closing the Gaps and from data on state mandated assessments.





Summative Evaluation: None

Strategy 1: The District and campuses will provide researched-based professional development for all staff. Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS, OLPT, Norm-Reference Test, Purchase Orders, New Teacher Center, IRead, System 44 Staff Responsible for Monitoring: Curriculum and Instruction Campus Administration Curriculum Coaches District Level Personnel Funding Sources: Professional Development - 211 ESEA, TI A IMP, Professional Development - 199 GENERAL FUND - \$2,000, Professional Development and Resources - 255 ESEA, TIIA, TPTR, Professional Development and Resources - 263 ESEA, TIII LEP, Professional Development and Resources - 244 VOC ED BASIC GRANT	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: The District will provide/attend professional development for GT. Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, agendas, teacher lessons plans, walkthroughs, student work, common assessments, CBAs, STAAR, and TELPAS. Staff Responsible for Monitoring: Advanced Academics Coordinator Funding Sources: - 199 GENERAL FUND - \$300	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: The District will provide/attend professional development for new teachers to the district and staff. Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, agendas, teacher walkthroughs Staff Responsible for Monitoring: Assistant Superintendents of C & I Funding Sources: Extra Duty Pay/Resources - 211 ESEA, TI A IMP, Extra Duty Pay/Resources - 255 ESEA, TIIA, TPTR - \$6,000, Materials and Supplies - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 4: The District will provide a mentorship program for new teachers. Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, agendas Staff Responsible for Monitoring: Curriculum & Instruction Funding Sources: Staff Salaries - 255 ESEA, TIIA,TPTR, Instructional Resources - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 5: The District will provide/attend professional development on the PLC process, ARD, Section 504, SPED, Dyslexia, CTE, and LPAC procedures and best practices. Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, agendas, ARD/504 documentation, IEPs, LPAC minutes Staff Responsible for Monitoring: Director of Student Academic Support, Bilingual, ESL, Special Education Funding Sources: Travel for Conferences - 199 GENERAL FUND - 19.13.6411.24 - \$3,500	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: The District will provide opportunities for staff to attend professional development with the intent to bring strategies back to district personnel. Strategy's Expected Result/Impact: Training dates, certificates of completion, agendas Staff Responsible for Monitoring: Assistant Superintendents of C & I Funding Sources: Travel for Professional Development - 211 ESEA, TI A IMP, Travel for Professional Development - 244 VOC ED BASIC GRANT, Travel for Professional Development - 263 ESEA, TIII LEP, Travel for Professional Development - 255 ESEA, TIIA,TPTR, Travel for Professional Development - 199 GENERAL FUND - 199.13.24 - \$3,500	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: The District will continue with the Laying the Foundation Program for all Algebra I teachers to align TRS with online Algebra I resources and best teaching practices. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Secondary Math Coordinator, Campus Principals Title I Schoolwide Elements: 2.6 Funding Sources: Professional Development - 255 ESEA, TIIA,TPTR - 255.11.6219	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 8: District personnel will attend Assistant principal academies/conferences to learn more about instructional leadership, budget and finance, and professional ethics. Strategy's Expected Result/Impact: Formative:New Teacher retention rates, surveys, Benchmarks, reading assessments, Online Literacy Assessments Summative : STAAR, IDEL, TELPAS, Alt, STAAR RDA Staff Responsible for Monitoring: Assistant Superintendents of C & I and Campus Administrators Funding Sources: Travel for Professional Development - 255 ESEA, TIIA,TPTR, Travel for Professional Development - 199 GENERAL FUND, Travel for Professional Development - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 9: District staff will provide/attend professional development in the following areas to enhance instruction district-wide: Math, Science, Social Studies, ELA/Reading and Writing, ELA strategies for ELL's, AVID, PBIS and Project Based Learning (PBL). ESL Supplemental Exam Preparation. Strategy's Expected Result/Impact: Formative: New Teacher retention rates, surveys, Benchmarks, reading assessments, Online Literacy Assessments Summative : STAAR, IDEL, TELPAS, Alt, STAAR RDA Staff Responsible for Monitoring: Curriculum and Instruction Funding Sources: Professional Development and Resources - 199 GENERAL FUND - \$30,334, Professional Development and Resources - 211 ESEA, TI A IMP - \$1,600, Professional Development and Resources - 263 ESEA, TIII LEP, Professional Development and Resources - 255 ESEA, TIIA, TPTR	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 10: District personnel will attend professional development conferences to learn more about best instructional practices and skills to increase student performance in core content areas. Strategy's Expected Result/Impact: Formative: New Teacher retention rates, surveys, Benchmarks, reading assessments, ISTATON LITERACY ASSESSMENT, DRA, Summative : STAAR, IDEL, TELPAS, AYP, Alt,, STAAR PBM Staff Responsible for Monitoring: Instructional Services Funding Sources: Travel for Conferences/Professional Development - 199 GENERAL FUND, Travel for Conferences/Professional Development - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 11: The District will provide professional development in the components of the elementary district frameworks. Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans, walkthroughs, student work Staff Responsible for Monitoring: Elementary Instructional Coordinators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 12: The District will provide training and coaching on the Google classroom initiative and one-to-one initiative. Strategy's Expected Result/Impact: FORMATIVE: Teacher sign-ins and logs, pre & post tests, CBAs SUMMATIVE: STAAR scores, Staff Responsible for Monitoring: Assistant Superintendents of Curriculum and Instruction, Instructional and Technology Coordinators Title I Schoolwide Elements: 2.5 Funding Sources: Technology Resources - 211 ESEA, TI A IMP, Technology Resources - 410 IMA	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 13: Provide teachers training on ways to connect learning with students who are remote learning and face-to-face instruction. The training will also involve providing them professional development materials. Strategy's Expected Result/Impact: Improved student academic success. Staff Responsible for Monitoring: Instructional Technology Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Professional Development Books - 255 ESEA, TIIA, TPTR - 211.13.6399.24 - \$18,500	Reviews			
	Formative			Summative
	Sept 	Nov 	Feb 	May

Strategy 14: The District will continue with the New Teacher Center Program to train staff on how to coach, mentor and provide feedback to ensure teachers are effective in the classrooms. Strategy's Expected Result/Impact: Training Sing-in sheets Observation Summaries Training handouts Teacher Walkthrough data Staff Responsible for Monitoring: Elementary Mentor Coordinator Secondary Mentor Coordinator Curriculum Coaches Campus Administration Title I Schoolwide Elements: 2.5 Funding Sources: Program Materials and Professional Development - 255 ESEA, TIIA,TPTR - \$200,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May




 0% No Progress	 100% Accomplished	 Continue/Modify	 Discontinue
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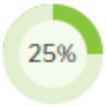
Goal 1: The District will be a model of high standards for student academic excellence.



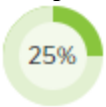

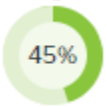
Performance Objective 3: The District will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among student groups (ELLs and Special Education) by the end of the 2020-20201 school year.




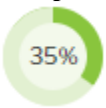

Evaluation Data Sources: Student performance will be measured by STAAR assessments, TELPAS, College Readiness Exams and will decrease the performance gap by at least 3%.





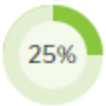




Summative Evaluation: None

Strategy 1: The District will provide, resources, training and monitor the implementation of the Bilingual Dual Language Program. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, training materials, lesson plans, walkthroughs, T-TESS observations Staff Responsible for Monitoring: Curriculum and Instruction, Director of Bilingual Education Title I Schoolwide Elements: 2.6 Funding Sources: Instructional Resources - 211 ESEA, TI A IMP, ELL Instructional Resources - 263 ESEA, TIII LEP - \$28,000, Instructional Resources - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: The District will implement a program for elementary and secondary ELL students which it provides English Language Development strategies for teachers. Title I Schoolwide Elements: 2.6 Funding Sources: ELL Materials - 263 ESEA, TIII LEP - \$240,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: The District will offer training and support of English Language Proficiency Standards (ELPS) to all content teachers to increase overall student passing rates for ELL's served, denials, and exited students. Strategy's Expected Result/Impact: Sign-in-sheets, agendas, training materials and resources and lesson plans. Increase of use of ELPS in core content areas and lesson plans. Increase in state assessment scores in all content core subjects. Staff Responsible for Monitoring: Curriculum and Instruction, Coordinators of Bilingual/ESL Title I Schoolwide Elements: 2.6 Funding Sources: ELL Resources - 263 ESEA, TIII LEP, Instructional Resources - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 4: The District will ensure the use of the English Language Proficiency Standards (ELPS) by all content teachers to increase overall student passing rates for ELL's served, denials, and exited students. Strategy's Expected Result/Impact: Lesson plans, walkthroughs, T-TESS observations. Increased passing rate for ELL students on state assessments. Staff Responsible for Monitoring: Curriculum and Instruction, Coordinators of Bilingual/ESL Campus Administration Curriculum Coaches Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 5: The District will develop, train, and coordinate the Language Acquisition Institute for incoming Kindergarten and First grade students in need of linguistic support. Strategy's Expected Result/Impact: Lesson plans, sign-in-sheets, student attendance rosters, progress monitoring sheets. Increase in language proficiency for each student by domain in TELPAS scores and OLPT scores. Increase in federal accountability systems. Staff Responsible for Monitoring: Director of Bilingual Title I Schoolwide Elements: 2.6 Funding Sources: Extra Duty Pay/ Resources - 211 ESEA, TI A IMP, Extra Duty Pay/General Supplies - 199 GENERAL FUND, ELL Resources - 263 ESEA, TIII LEP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: The District will provide scientifically research-based supplemental resources, equipment and materials for instruction and/or intervention for ELL students in the entire core curriculum. Strategy's Expected Result/Impact: Scientifically research-based literature on specific programs; purchase orders; approved vendor list; agenda and sign-in-sheets of professional development where materials were used. Grades, state assessments, benchmarks Staff Responsible for Monitoring: Curriculum and Instruction Coordinators of Bilingual/ESL Title I Schoolwide Elements: 2.6 Funding Sources: Instrtuctional Resources for ELL - 211 ESEA, TI A IMP, Instrtuctional Resources for ELL - 199 GENERAL FUND, Instrtuctional Resources for ELL - 263 ESEA, TIII LEP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: The District will provide Pre K-12 parental sessions for parents/guardians of ELL students. Strategy's Expected Result/Impact: Sign-in-sheets, agendas, training materials and resources and lesson plans. Staff Responsible for Monitoring: Coordinators of Bilingual/ESL Campus Administrator Funding Sources: General Supplies - 199 GENERAL FUND, ELL Resources - 263 ESEA, TIII LEP, Instructional Resources - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 8: The District will provide training for all LPAC Administrators, secondary counselors and diagnosticians at the beginning (identification and placement), middle (testing decisions), end of year (exiting), and monthly to disseminate information and updates Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, training materials, oaths Staff Responsible for Monitoring: Coordinators of Bilingual/ESL, LPAC Administrators Funding Sources: LPAC Materials - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 9: The District will ensure LPAC administrators are providing LPAC training for their staff at the beginning of the year. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, training materials, oaths Staff Responsible for Monitoring: Coordinators of Bilingual/ESL, LPAC Administrators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 10: The District will ensure that each campus LPAC administrator holds monthly meetings to accurately identify, place, serve and monitor all ELL students effectively. Strategy's Expected Result/Impact: LPAC minutes, LPAC agendas, LPAC monitoring sheets. Accurate submission to PEIMS for snapshot. Staff Responsible for Monitoring: Coordinators of Bilingual/ESL, LPAC administrators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 11: The District will conduct feeder pattern meetings for special education and ELL teachers to analyze data, evaluate strategies, and monitor student progress. Strategy's Expected Result/Impact: Agendas Sign-In Sheets Staff Responsible for Monitoring: Special Education Coordinators, Bilingual and ESL Coordinators Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 12: The District will provide opportunities for special education teachers to meet and collaborate with others in the same specialized area to analyze data and discuss instructional strategies. Strategy's Expected Result/Impact: Classroom observations, student artifacts, sign in sheets, agendas Staff Responsible for Monitoring: Special Education Coordinators, Curriculum and Instruction Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 13: The District will analyze data to monitor student academic growth for students receiving special education services. Strategy's Expected Result/Impact: Completed SEPM Packet Staff Responsible for Monitoring: Special Education Coordinators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 14: The District will assist and monitor campus SSI Interventions for all students (Between first and second administration). Strategy's Expected Result/Impact: Classroom observations, student artifacts, sign in sheets, agendas Staff Responsible for Monitoring: Special Education Coordinators, Curriculum and Instruction Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 15: The District will ensure campuses are progress monitoring LEP served, first year and second year students every nine weeks. Strategy's Expected Result/Impact: LPAC progress monitoring forms, LPAC minutes, agendas, sign-in-sheets Staff Responsible for Monitoring: Coordinators of Bilingual/ESL, Campus Administrators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 16: The District will provide support on inclusive practices and strategies for both special education and general education teachers. Strategy's Expected Result/Impact: STAAR Scores Student achievement records Eduphoria data Staff Responsible for Monitoring: Special Education Coordinators, Instructional Services Title I Schoolwide Elements: 2.6 Funding Sources: Instructional Resources - 211 ESEA, TI A IMP - 211.11.6399.00.xxx.5.24	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 17: The District and Campuses will monitor all inclusions teacher schedules and review logs to ensure that students are supported in the classroom. Monitoring will occur after each grading periods. Strategy's Expected Result/Impact: Inclusion Logs Master Schedules Classroom Observations Staff Responsible for Monitoring: Campus Administrators and Instructional Services	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May



Strategy 18: The District will provide materials and resources to SPED personnel in order to make classroom instruction accessible to students receiving special education services. Strategy's Expected Result/Impact: Purchase Requisitions, Classroom Observations Staff Responsible for Monitoring: SPED Director, Assistant Director, Curriculum and Instruction Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 19: The District will provide outside agency medical services to students as per ARD. Strategy's Expected Result/Impact: Purchase Requisitions, Medical Evaluations Staff Responsible for Monitoring: SPED Director, Assistant Director Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 20: Students receiving special education will participate in the Special Olympics and be motivated to meet academic and eligibility requirements. Strategy's Expected Result/Impact: Increased participation during both events in March and April. Staff Responsible for Monitoring: Special Education Teachers Special Education Department Title I Schoolwide Elements: 2.6 Funding Sources: Event equipment, event supplies/materials, travel and subsistence - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 21: The Special Education Department will purchase evaluation materials to appropriate SPED personnel in order to properly evaluate students. Strategy's Expected Result/Impact: Student evaluation results Staff Responsible for Monitoring: Director of Special Education, Assistant Director of Special Education Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 22: The Special Education Department will purchase technology and software for SPED Staff to complete evaluations to determine eligibility and to provide services as per ARD. Strategy's Expected Result/Impact: Completion of evaluations Staff Responsible for Monitoring: SPED Director and SPED Assistant SPED Director Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



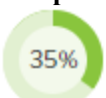
Goal 1: The District will be a model of high standards for student academic excellence.






Performance Objective 4: The District will continue to expand the use of the 1:1 device program to continue promoting 21st Century learning environments for of all Clint ISD students.

Evaluation Data Sources: STAAR data, STaR Chart data, T-TESS evaluations

Summative Evaluation: None

Strategy 1: The District will provide all students with a device to equip them with 21st century skills through the availability of a device assigned for each student. Strategy's Expected Result/Impact: Computer usage logs Lesson plans showing usage and engaging curriculum Instructional technology boot camp Staff Responsible for Monitoring: Chief Technology Officer Campus Administration Instructional Technology Coordinators Title I Schoolwide Elements: 2.5 Funding Sources: Technology Equipment, Software - 410 IMA, Technology Equipment, Software - 199 GENERAL FUND - \$283,900, Technology Equipment, Software - 201 Title I SIP, Technology Equipment, Software - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Provide technology training to District staff in a variety of areas to include but not limited to: *Skyward *Lesson Planning *Interactive Flat Panels *Data Disaggregation *RTI *Online resources - such as System 44, Dreambox, MAP, NearPod, NWEA Map, etc. *G-Suite Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional Technology Website Meeting agendas, purchase orders, activity reporting forms, student participation and involvement Staff Responsible for Monitoring: Chief Technology Officer Campus Administration Instructional Technology Coordinators Funding Sources: Technology Extra Duty Pay - 211 ESEA, TI A IMP - 211.13.6117.00.803.5.30, Region 19 Sessions - 211 ESEA, TI A IMP - 211.21.6239.00.803.5.30, Computer Software and Resources - 211 ESEA, TI A IMP - 211.11.6395.Q4.XXX.7.30.000	Reviews			
	Formative			Summative
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Strategy 3: Provide support to campuses through the Instructional Technology Support Coordinators to assist with integrating technology in the classroom. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-through New teacher technology intake Help desk tickets Instructional technology boot camp Staff Responsible for Monitoring: Instructional Services Campus Administration Instructional Technology Coordinators Title I Schoolwide Elements: 2.5 Funding Sources: Instructional Technology Coordinators Salaries - 410 IMA - 410.11.6119	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Provide training opportunities for district staff to attend conferences and other technology related workshops to include: *TCEA *ISTE *TNT *EdTech Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Staff Responsible for Monitoring: Chief Technology Officer, Campus Administration, Instructional Technology Coordinators Funding Sources: Travel for Conferences/Professional Development - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 5: Provide training opportunities for Technology for District staff on ways to integrate technology. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website Clint teacher tools app Staff Responsible for Monitoring: Chief Technology Officer, Campus Administration, Instructional Technology Coordinators Funding Sources: Travel for Professional Development - 199 GENERAL FUND - 199.21.6411.00.803.0.99	Reviews			
	Formative			Summative
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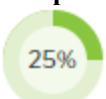
Strategy 6: Provide teachers with resources to create 21st Century learning environments for all students in the District. Strategy's Expected Result/Impact: Student Reports Classroom Inventory Purchase Requisitions Classroom Observations Staff Responsible for Monitoring: Instructional Services, Technology Department Title I Schoolwide Elements: 2.5 Funding Sources: Technology Equipment - 410 IMA, Technology Equipment - 211 ESEA, TI A IMP - 211.11.6390.00.XXX.9.30, Technology Software - 199 GENERAL FUND	Reviews			
	Formative			Summative
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Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 5: The District will consistently monitor how technology is integrated into the mainstream curriculum to support the improvement of scores on the STAAR exams across all tested areas for 2020- 2021.

Evaluation Data Sources: Technology integration will be increased by 10% as reflected on the STaR Chart

Summative Evaluation: None

Strategy 1: The District will fund the Instructional Technology Support Coordinators to assist with integrating technology in the classroom at all campuses. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-through New teacher technology intake Help desk tickets Instructional technology boot camp Staff Responsible for Monitoring: Campus Administration Instructional Technology Coordinators Title I Schoolwide Elements: 2.5 Funding Sources: Instructional Technology Staff Salaries - 410 IMA - 410.13.6119	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Provide technology training to District staff on the I-LEARN equipment and the applications/software that are integrated with the system. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Clint teacher tools app - ILEARN Staff Responsible for Monitoring: Campus Administration, Instructional Technology Coordinators Title I Schoolwide Elements: 2.5 Funding Sources: Extra Duty Pay, Contracted Services - 211 ESEA, TI A IMP - 211.13.6117.00.803.5.30, Region 19 Sessions - 211 ESEA, TI A IMP - 211.21.6239.00.803.5.30	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May





Strategy 3: Provide training opportunities for district staff to attend conferences and other technology related workshops to include: *TCEA *ISTE *TNT *EdTech Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Staff Responsible for Monitoring: Campus Administration, Instructional Technology Coordinators Funding Sources: Travel resources - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Provide training opportunities for Technology for District staff on ways to integrate technology. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website Clint teacher tools app Staff Responsible for Monitoring: Campus Administration, Instructional Technology Coordinators Funding Sources: Travel for Professional Development - 199 GENERAL FUND - 199.21.6411.00.803.0.99	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 5: The District will create and enhance online resources for teachers in the classroom. Strategy's Expected Result/Impact: Online Resources Clint teacher tools app Staff Responsible for Monitoring: Instructional Technology Support Coordinators Executive Director of Technology	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: Provide specialized assistive technology as determined by the Assistive Technology Team to students receiving SPED services when necessary to make classroom instruction more accessible. Strategy's Expected Result/Impact: Purchase Requisitions Student performance on assessments Staff Responsible for Monitoring: SPED Director, Assistant SPED Director Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
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Goal 1: The District will be a model of high standards for student academic excellence.




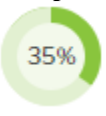
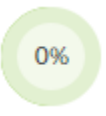

Performance Objective 6: The District will provide students opportunities to be college and career ready throughout the 2020-2021 school year.










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

Summative Evaluation: None

Strategy 1: The District will ensure campuses provide test preparation and opportunities for students to take college entrance exams (SAT/TSI). Strategy's Expected Result/Impact: STAAR Scores, TSI Exams, PSAT/ACT/SAT, ReadISTEP Staff Responsible for Monitoring: Instructional Services Funding Sources: Contracted Services for SAT - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Provide Dual Credit and AP resources (textbooks and tuition) for students to be successful. Strategy's Expected Result/Impact: Purchase Orders, Dual Credit Rosters, IMA Forms Staff Responsible for Monitoring: Secondary Instruction, Campus Administration Funding Sources: Textbooks - 410 IMA - 410.11.6393.31, Tuititon Costs - 199 GENERAL FUND - 199.11.6221.0.30 - \$150,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: The District will monitor that high schools offer dual credit courses through El Paso Community College and/or UT Austin OnRamps. Strategy's Expected Result/Impact: Master schedules, Skyward Staff Responsible for Monitoring: Campuses and Instructional Services Funding Sources: Tuition - 199 GENERAL FUND, Professional Development/ Conferences - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: The District will ensure secondary campuses offer Pre-Advanced and Advanced Academic courses and ensure that 5th grade students are identified for middle school courses. Strategy's Expected Result/Impact: Master schedules, Skyward Staff Responsible for Monitoring: Campuses and Instructional Services	Reviews			
	Formative			Summative
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Strategy 5: The District will monitor that all high schools inform parents and students of higher education and financial aid opportunities and require all seniors to complete the FAFSA Strategy's Expected Result/Impact: Sign in sheets Student scholarship summary FAFSA Reports Staff Responsible for Monitoring: Advanced Academics Coordinator, College Readiness Facilitators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: The counselors and/or college readiness facilitators will educate students on how to investigate a college of their choice. They will also assist with: college admissions financial aid opportunities Texas grant program opportunities counseling services to enroll in the appropriate high school courses Strategy's Expected Result/Impact: Completed college applications Student sign in sheets Student scholarship summary College fair sign-in sheets Staff Responsible for Monitoring: Campus Administration College Readiness Facilitators, Counselors, Advanced Academics Coordinator	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: The District will support middle school campuses in promoting enrollment at the Clint Early College Academy and PTECH programs at all comprehensive high schools as per the TEA Blueprint. Strategy's Expected Result/Impact: CECA enrollment Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
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Strategy 8: The District will promote opportunities for teachers to be trained for AP and Pre-AP courses. Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Campus Administration Instructional Services Funding Sources: Tuition for AP Insitutes - 255 ESEA, TIIA,TPTR - 255.13.6221	Reviews			
	Formative			Summative
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Strategy 9: The District will ensure high school campuses will offer college prep classes in ELA and Math. Strategy's Expected Result/Impact: Decrease in number of students taking post-secondary remedial courses Staff Responsible for Monitoring: Campus Administration Instructional Services Funding Sources: Textbooks for college prep classes - 410 IMA - 410.11.6391	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 10: The District will ensure middle school campuses review career options & CTE programs with students for the purpose of placement into the selected CTE pathway. Strategy's Expected Result/Impact: CTE Career Path Survey Results Staff Responsible for Monitoring: Campus Administration Counselors Instructional Services	Reviews			
	Formative			Summative
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Strategy 11: The District will encourage and support high school campuses to provide options for students in need of graduation and accelerated instruction through credit attainment. Strategy's Expected Result/Impact: Credit Recovery report (Annual) Staff Responsible for Monitoring: Campus Administration Instructional Services Funding Sources: Credit Recovery Software - 211 ESEA, TI A IMP - \$300,000, Extra Duty Pay - 211 ESEA, TI A IMP , Extra Duty Pay - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 12: The District will provide CTE programs of study to all Clint ISD students who request them regardless of campus. New programs will be added which are aligned to job skills and job openings in the region. Strategy's Expected Result/Impact: CTE programs and career readiness skills, CTE certifications, CTE internships Staff Responsible for Monitoring: CTE Coordinator, Campus Administration, Counselors Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: CTE Resources - 244 VOC ED BASIC GRANT, CTE Resources - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov 	Feb	May
Strategy 13: The District will promote CTE programs, certifications that can be obtained, and best industry practices for students in CTE programs. Strategy's Expected Result/Impact: CTAT membership(s) Staff Responsible for Monitoring: Campus Administration Instructional Services Funding Sources: Instructional Resources - 244 VOC ED BASIC GRANT	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May



Strategy 14: All high schools will inform parents and students of higher education and financial opportunities and the TEXAS & Teach for Texas grant programs. Strategy's Expected Result/Impact: Student sign in sheets Student scholarship summary Staff Responsible for Monitoring: Campus Administration, Advanced Academics Coordinator, College Readiness Facilitators	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 15: The District will ensure students have a Career Interest software for all Career Readiness classrooms . Strategy's Expected Result/Impact: Usage Reports Staff Responsible for Monitoring: CTE Coordinator, Instructional Technology Coordinators Funding Sources: Software - 199 GENERAL FUND - 199 PIC 22	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 16: The District will continue the implementation of AVID to prepare students to develop the skills needed to pass and excel at the state assessments and prepare to successfully participate in advanced level classes such as AP and Dual Credit. Strategy's Expected Result/Impact: CCI(AVID Document) Improved Grades. Staff Responsible for Monitoring: Advanced Academic Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: AVID Program for Secondary Schools - AVID Tutor Salaries w/ Fringe Benefits - 211 ESEA, TI A IMP - 211.E11.6125.Q6.XXX.0.30 - \$40,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 17: The Special Education Department will support career readiness for middle school and high school students receiving services through district-wide Career Day activities. Travel and Subsistence is provided by the Special Education Department. Strategy's Expected Result/Impact: Increased interest in career readiness will impact academic success in preparation for life after high school graduation. Staff Responsible for Monitoring: Transition Team , Special Education Teachers, SPED Director, SPED Asst. Director Title I Schoolwide Elements: 2.5 Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 18: The District Transition Team will provide students in special education the opportunity to learn skills utilized after leaving the public school program. Strategy's Expected Result/Impact: Monitor Community Based Instruction Activities Staff Responsible for Monitoring: Transition Specialist, SPED Teachers, SPED Director and Asst. SPED Director Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
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Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 7: The District will provide opportunities for Homeless Students to be academically successful and complete all academic requirements for graduation.

Evaluation Data Sources: The District will offer supplemental social and academic support to identified students.

Summative Evaluation: None

Strategy 1: The District Homeless Liaison will work with campus personnel to ensure homeless students are on track with attendance, grades, tutoring, high school credits and post high school education. Strategy's Expected Result/Impact: Student follow-up report; Credit recovery student assessment form Staff Responsible for Monitoring: Federal Programs Director; Parental Involvement Specialist / Homeless Liaison; Counselors Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Instructional monitoring by Homeless Liaison - Salary for Parent Involvement Specialist - 211 ESEA, TI A IMP - 211.E61.6119-6146.00.802.0.24	Reviews			
	Formative			Summative
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Strategy 2: The District Homeless Liaison will provide intervention activities/programs to provide opportunities for the homeless students to be academically successful. Activities include: Fund 206 - Extra-duty costs for tutoring and homework assistance for (displaced) students. - School supplies for (displaced) students. - Excess cost for transportation services for displaced students to participate in the TEHCY tutoring program (only). - Educational Field Trips to local college/university Fund 211 - Services to (displaced) students - emergency clothing/uniforms. Strategy's Expected Result/Impact: Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates. Staff Responsible for Monitoring: Federal Programs Director; Parent Involvement Specialist / Homeless Liaison Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Extra-duty costs for tutoring for(displaced) students. - 206 TEHCY - 206.E11.6117.F3.802.0.24, School supplies for (displaced) students - 206 TEHCY - 206.E11.6399.F3.802.0.24, Excess cost for transportation services for (displaced) students. - 206 TEHCY - 206.E11.6412.F3.802.0.24, Fund 211 - Services to (displaced) students - emergency clothing/uniforms. - 211 ESEA, TI A IMP - 211.E11.6392.F3.802.0.24, Educational Field Trips for displaced students to local college/university - 206 TEHCY - 206.E11.6412/6494.F3.802.0.24	Reviews			
	Formative			Summative
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Strategy 3: The District will provide a Homeless Liaison to assist in identifying the needs of identified homeless students and monitor the student's academic progress and provide the supplemental social support services during the school year. Strategy's Expected Result/Impact: TEHCY Mid-Year and End of Year Reports; Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates. Staff Responsible for Monitoring: Federal Programs Director; Parent Involvement Specialist / Homeless Liaison Title I Schoolwide Elements: 2.5, 2.6	Reviews			
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Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 8: Provide opportunities for migrant students to be academically successful and complete all credit requirements for graduation.

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

Summative Evaluation: None

Strategy 1: Region 19 ESC Migrant Education Program will provide identified students with opportunities to recover credits through collaborative efforts with credit recovery program(s). Strategy's Expected Result/Impact: Number of credits earned by migrant students. Staff Responsible for Monitoring: SSA - Region 19 Migrant Education Program / Federal Programs Director Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDM I - Fund 212	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Region 19 ESC Migrant Education Program will provide intervention programs which include: supplemental instruction, summer programs, middle school retreat, reading & biology camps, and college workshops. Strategy's Expected Result/Impact: Student involvement; graduation rates, completion rates, attendance rates. Staff Responsible for Monitoring: SSA - ESC 19 Migrant Education Program Clint ISD Federal Programs Director Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDM I - Fund 212	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: Region19 ESC Migrant Education Program will provide identified students with information on opportunities for post secondary education. Strategy's Expected Result/Impact: Student enrollment in college prep. courses; graduation rates, completion rates, attendance rates. Staff Responsible for Monitoring: SSA - Region 19 Migrant Education Program / Federal Programs Director Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDM I - Fund 212	Reviews			
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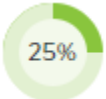
Strategy 4: Ensure federal grants are in compliance by attending Professional development activities that include: migrant related conference(s) - through ESC SSA and/or the Migrant Advisory Council Meetings hosted by ESC 19. Strategy's Expected Result/Impact: Formative: Approved grant activities. Summative: Annual audit Staff Responsible for Monitoring: Region 19 ESC Migrant Education Program SSA Clint ISD Federal Programs Director Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Fund 212 - 212 ESEA, TIP-C EDMI - Fund 212	Reviews			
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Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 9: Campuses will contract with Communities In Schools (CIS) to assist students with the social services support in the areas of academic, behavior and attendance during the 2020-2021 school year.

Evaluation Data Sources: The District will offer supplemental social and academic opportunities and support to at-risk students.

Summative Evaluation: None

Strategy 1: Communities In Schools (CIS) of El Paso, Inc., will provide a professional staff member (CIS Coordinator) to implement the CIS program at the schools. The CIS program will provide services designed to increase student achievement through student improvement, student promotion, and student graduation and reduce the drop out rate by keeping students in school. It will implement the six components of focus: Supportive Guidance, Health and Human Services, Parental and Family Engagement, College and Career Awareness, Enrichment Activities, and Academic Enrichment & Support. Strategy's Expected Result/Impact: Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates. Staff Responsible for Monitoring: Federal Programs Director Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Professional Contracted Services by Campuses (\$26,000 per Coordinator) - 211 ESEA, TI A IMP - 211.E31.6299.CI.001-106.1.30 - \$338,000	Reviews			
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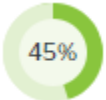


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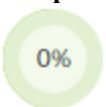
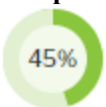



Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

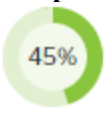
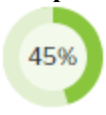
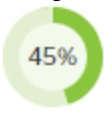
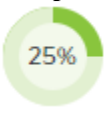
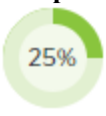
Performance Objective 1: The District will foster an educational environment that will ensure the safety of all students and staff.


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






Summative Evaluation: None

Strategy 1: The District will implement safety protocols, which will include the promotion of social distancing and proper hygiene to prevent the spread of COVID 19. Strategy's Expected Result/Impact: Low instances of COVID case numbers Staff Responsible for Monitoring: Campus and District Administration	Reviews			
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Strategy 2: The District will implement the Plasma Air bipolar ionization system to prevent the spread of viruses. Strategy's Expected Result/Impact: Lower instances of illness Staff Responsible for Monitoring: Campus and District Administration	Reviews			
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Strategy 3: The District has joined with El Paso County to conduct Community Oriented Policing Services (COPS) on the District Campuses. Strategy's Expected Result/Impact: Reduced number of drug and violence related incidents on campus as evidenced by the PEIMS discipline record. (CISD Instructional Calendar) Staff Responsible for Monitoring: Operational Services Department Security Services Title I Schoolwide Elements: 2.5 Funding Sources: General Fund - 199 GENERAL FUND - Fund 199, Funding for SRO's - 281 Title IV, Part A SSAEP - \$201,000	Reviews			
	Formative			Summative
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Strategy 4: The District will schedule personnel in order to have wider coverage on weekends and provide security support during extra-curricular activities and after school hours. *All areas of Clint District. Strategy's Expected Result/Impact: Reduced vandalism / break-ins as evidenced by the administrator and security officer reports. (as scheduled) Staff Responsible for Monitoring: Campus Principals; Security Services Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
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Strategy 5: The District will train all security, SRO's, and other peace officers on their appropriate role allowed by [TEC 38.081]. Strategy's Expected Result/Impact: Annual Training Logs Staff Responsible for Monitoring: Security Services	Reviews			
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Strategy 6: The District/Campus will monitor, use and maintain all surveillance cameras at all campuses as a deterrent and to provide additional vigilance. Strategy's Expected Result/Impact: Review of camera data; Walk-throughs (weekly) Staff Responsible for Monitoring: Operational Services Dept.; Campus Administration; Security Services Funding Sources: - 199 GENERAL FUND - \$45,000	Reviews			
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Strategy 7: Facilities will be designed and constructed in a timely manner. Strategy's Expected Result/Impact: Facility Completion Time lines; Construction Meetings; Construction site inspections & progress reports. (construction schedule) Staff Responsible for Monitoring: Director of Facilities and Planning; Operational Services Dept. Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
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Strategy 8: The District will work on the recommended facility improvements for ADA Compliance. Strategy's Expected Result/Impact: Completion of approved facility improvements. (construction schedule) Staff Responsible for Monitoring: Director of Facilities and Planning; Maintenance Manager Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
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Strategy 9: Assess campus needs and provide maintenance as needed at the campuses Strategy's Expected Result/Impact: Work Order Review Staff Responsible for Monitoring: Maintenance Department, Campus Principals, Head Custodians	Reviews			
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Strategy 10: The District will reduce annual electric consumption by five percent each state fiscal year. Strategy's Expected Result/Impact: Energy Consumption Audits; Benchmarking by El Paso Electric Company Staff Responsible for Monitoring: Energy Manager; Director of Facilities and Planning; Campus Administration Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
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Strategy 11: The District's drug detection canine unit will make unannounced visits to campuses as well as be "on call." Strategy's Expected Result/Impact: Reduced campus drug incidents as evidenced by PEIMS discipline records (as scheduled). Salary and reoccurring costs will be covered via local and grant funding (if available) Staff Responsible for Monitoring: Security Supervisor Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 12: Reasonable Suspicion Training will be implemented at all campuses for staff intervention protocol. Staff is responsible for reporting substance abuse per Chapt. 37 of Education Code. Strategy's Expected Result/Impact: Formative: Staff Training responses Summative: Recidivism data and cases reported per PEIMS requirement. (August and as new staff are hired or as incidents occur) Staff Responsible for Monitoring: Campus Principals; District Safety Specialist Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 13: Annually revise Emergency Operations Plan in accordance with the mandates identified in S.B.11 and train Campus Principals to ensure implementation. Strategy's Expected Result/Impact: Development of Emergency Operations Plan as required under legislation. (August) Staff Responsible for Monitoring: District Safety Specialist Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 14: The District will utilize the Drug and Alcohol Reasonable Suspicion Program. Strategy's Expected Result/Impact: Approved program testing results and data. (as needed) Staff Responsible for Monitoring: District Safety Specialist Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 15: Provide Crisis Management training to all campuses once a year. Strategy's Expected Result/Impact: Sign-in sheets (August) Staff Responsible for Monitoring: District Safety Specialist Funding Sources: General Fund - 199 GENERAL FUND - Fund 199	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 16: Provide annual training to staff regarding maltreatment and sexual abuse of children and procedures for reporting to CPS. Strategy's Expected Result/Impact: Sign-In Sheets (August) Staff Responsible for Monitoring: Campus Principals; District Safety Specialist	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 17: Clint ISD will continue to provide Anonymous Alert System where students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). Strategy's Expected Result/Impact: Anonymous Alert Reports Campus Follow Up logs Staff Responsible for Monitoring: Security Services Operational Services Campus Administration	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 18: Clint ISD will continue to provide each campus the Keep n Track school safety system for sex offender checks & visitor check in. Strategy's Expected Result/Impact: Review of data received and number of alerts Staff Responsible for Monitoring: Security Services, Operational Services and Campus Administration	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May




Strategy 19: The School Resource Officer(s) will be housed at schoolwide campuses to provide policing services. Strategy's Expected Result/Impact: SRO Logs Attendance Logs Purchase Order Contracted Services Contact Logs Staff Responsible for Monitoring: Federal Programs Director Elementary & Secondary Curriculum Department Assistant Superintendents Chief Financial Officer Security Services Campus Administration Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: School Resource Office Program - 281 Title IV, Part A SSAEP - 211.E52.6219.61.802.0.24, School Resource Office Program - 199 GENERAL FUND - 199 PIC XX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
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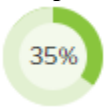
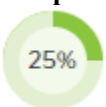
Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.








Performance Objective 2: Clint ISD will offer counseling and support services which address the specific student needs.

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

Summative Evaluation: None

Strategy 1: Provide students with counseling services in the following areas: *Suicide prevention *Conflict resolution *Violence prevention *Harassment and dating violence *Enrichment Program *Self-esteem class Teachers would like to be trained on social-emotional behavior. Increase counselors due to problem students. Take away administrative duties from counselors. Strategy's Expected Result/Impact: Less student issues due to counseling supports Staff Responsible for Monitoring: Counseling staff, Advanced Academics Coordinator, Campus Administration	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Continue to Implement SEL Programs with the following focus themes: *Diversity and Inclusion *Empathy and Critical Thinking *Communication *Problem Solving *Peer Relationships Strategy's Expected Result/Impact: Counselor presentation schedules and classroom visits Staff Responsible for Monitoring: Advanced Academics Coordinator, Campus Counselors Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: Utilize counselors, CIS and other support staff to offer services to students with needs in the following areas: *Dyslexia treatment programs *Pregnancy related services *Dropout prevention *Truancy prevention *Behavioral support programs Strategy's Expected Result/Impact: Less student issues due to district-wide supports Staff Responsible for Monitoring: Counseling staff, Advanced Academics Coordinator, Campus Administration	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May






Strategy 4: Create programs for students to remain in school and recover students who have dropped out through the District's Countdown to Zero initiative especially for students who are in At-Risk situations. Strategy's Expected Result/Impact: Increased graduation rates, decreased dropout rates Staff Responsible for Monitoring: Campus Administration, CIS staff Funding Sources: Extra Duty Pay - 211 ESEA, TI A IMP	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 5: Provide counselors training on community resources available to address early mental health warning signs and suicide prevention and the referral process. Strategy's Expected Result/Impact: Sign-In Sheets (August 2018 - May 2019) Staff Responsible for Monitoring: Assistant Superintendents of C & I for Secondary and Elementary Funding Sources: - 199 GENERAL FUND - \$3,000	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: The District will have all required campus staff complete modules on the Safe Schools training platform on mental health first aid to assist students and adults. Strategy's Expected Result/Impact: Safe Schools Reports On-going Professional training on campus for critical issues such as suicide prevention. Staff Responsible for Monitoring: Advanced Academics Coordinator; Campus Counselors Funding Sources: General Funds - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: Campuses will ensure measures are in place to: *prevent bullying *identify bullying either in person or *through Anonymous Alerts *ways to respond to bullying by campus administration *conduct parent informational about bullying Strategy's Expected Result/Impact: Parent Presentations on bullying. Sign In Sheets Follow Up Logs Staff Responsible for Monitoring: Campus Administration, Assistant Superintendents for Elementary and Secondary	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 8: Provide professional development to the counseling staff so that they can support students on the campuses Strategy's Expected Result/Impact: Training Logs Staff Responsible for Monitoring: Advanced Academics Coordinator	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 9: Each campus will implement a mental wellness intervention team who will follow up on any student who makes an outcry which is related to mental health. Strategy's Expected Result/Impact: Students support will be maximized, reports and campus intervention teams. Staff Responsible for Monitoring: Campus Administration, Advanced Academics Coordinator	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 10: The District has a drop out prevention specialist who works with students in jeopardy of not graduating from high school or how we are trying to recapture. Strategy's Expected Result/Impact: Reports, Weekly review of the Leaver Report. Staff Responsible for Monitoring: Drop Out Prevention Counselor, Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 11: Ensure that mandatory activities are completed to include the following: *Parenting Awareness Programs *Alcohol Awareness Instruction *CPR Training *Proper Interaction with a Peace Officer Strategy's Expected Result/Impact: Sign in Sheets, PEIMS reporting Staff Responsible for Monitoring: Director of Counseling, Campus Administration	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Clint ISD will ensure all School Health Advisory Committee requirements are met

Evaluation Data Sources: SHAC Meetings and minutes
Summative Evaluation: None

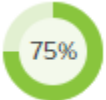





Strategy 1: Hold the required SHAC Committee meetings as per TEA guidelines to ensure student health programs are being implemented Strategy's Expected Result/Impact: Logs, Agenda's Minutes, Administrative Regulation review Staff Responsible for Monitoring: Director of Student Support, Science Coordinator	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

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

Summative Evaluation: None







Strategy 1: The District will review staffing guidelines. The Human Resources Department will update guidelines and present to the Cabinet for approval (Priority will always be given to instructional staffing needs). Strategy's Expected Result/Impact: Cabinet members will evaluate presentations and will evaluate requests and make recommendations. (Annually March - April) Staff Responsible for Monitoring: Cabinet Members	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2: The District will review staffing requirements, needs and requests. Strategy's Expected Result/Impact: Presentations will be made by the Principals and Department Heads to the Cabinet. (Annually March - April) Staff Responsible for Monitoring: Cabinet Members	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: None







Strategy 1: The District will approve, implement, and fund Instructional programs. Strategy's Expected Result/Impact: Formative: Benchmarks, Reading Assessments, Early Literacy Assessments Summative : STARR, STAAR ALT, TELPAS, EOC, and RDA - (September) Staff Responsible for Monitoring: Instructional Services Staff Funding Sources: Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 199 GENERAL FUND, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 211 ESEA, TI A IMP, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 224 IDEA, PART B FORMULA, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 263 ESEA, TIII LEP, Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. - 255 ESEA, TIIA,TPTR, SCE Funds - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: The District will review bus and transportation scheduling and routes to maximize utilization and ensure the program is operating cost effectively. Strategy's Expected Result/Impact: Quarterly Reports Staff Responsible for Monitoring: Transportation Director	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: None






Strategy 1: Actively seek additional grant funding internally. Informational resources will be provided to those writing and requesting grants for the District. Training opportunities will be pursued. Strategy's Expected Result/Impact: Formative: Grants applied for Summative: Total grants earned Staff Responsible for Monitoring: Instructional Services Staff and or Campus Staff	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Ensure federal grants are in compliance by attending professional development in order to meet grant requirements and compliance. District/Campus personnel will attend professional development activities to include: ACET (Fall/Spring), TASBO, Annual Statewide Parental Involvement Conference, and Regional (local) Parental Engagement Conference, Learning for Change Summit (Spring), TEHCY Required Trainings and TEHCY Statewide Summit, etc. Strategy's Expected Result/Impact: Formative: Approved grant activities. Summative: Annual audit Staff Responsible for Monitoring: Chief Financial Officer, Clint ISD Federal Programs Director , Title I Coordinator, Federal Programs Specialist, Parental Involvement Specialist Title I Schoolwide Elements: 2.4, 3.1 Funding Sources: Virtual TEHCY Trainings/Conferences - NAEHCY - 206 TEHCY - 206.E21.6411.F3.802.1.24 - \$810 , Employee travel with the use of local funds - State & Local - 199 GENERAL FUND - 199.E21.6239/6411.00.802.0.99, Virtual TEHCY Required Trainings and TEHCY Statewide Summit for District/Campus Personnel - 199 GENERAL FUND - 199.E21.6411.00.802.0.99 - \$1,180	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: None




Strategy 1: The District will adopt an annual general fund budget that maintains an optimum fund balance. Strategy's Expected Result/Impact: Summative: Ongoing annual review of the budget, finance audit SchoolFirst Report, and PEIMS Submissions - January-May 2020 during the budget process Staff Responsible for Monitoring: Chief Financial Officer Funding Sources: State and local funding. - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: None







Strategy 1: Review and ensure all SchoolFirst requirements are met at the highest level possible. Strategy's Expected Result/Impact: Formative: Cabinet review and reports Summative: SchoolFirst Report PEIMS Submissions/Annual Audit Report (Budget Year) Staff Responsible for Monitoring: Cabinet Members	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div></div>				

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

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

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

Summative Evaluation: None






Strategy 1: The District will fund Facilities that will be designed and constructed in a timely and fiscally responsible manner as approved and funded by EDA or IFA allocations or a combination of both. Strategy's Expected Result/Impact: Reports as required through IFA and EDA funding. Third party or county inspectors are also used when needed or available. (Monthly). Funding contingent upon approval of State Application and allocations; Calendar provided by the Facilities Department. Staff Responsible for Monitoring: Juan Martinez, Sandra Odenborg, and Donna Cline	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: The District will work to reduce utility costs. Strategy's Expected Result/Impact: Monthly Bills Energy conservation campaign information Written correspondence Training Logs Staff Responsible for Monitoring: Facility Department Energy Manager	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: None





Strategy 1: The District will improve the at-risk coding of students District-wide. Strategy's Expected Result/Impact: Annual PEIMS submissions (Monthly) / District website, call out system (both staff and community), newsletters, and local newspaper advertisements. Staff Responsible for Monitoring: PEIMS; Department Staff; District and Campus Staff	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






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






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

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

Summative Evaluation: None

Strategy 1: Attend local and statewide job fairs to recruit highly qualified staff and hard to fill positions: UTEP-College of Education, UTEP-Teacher Job Fair, NMSU-Educator Job Fair, Sul Ross State University Teacher Career Fair , Region 19-Teacher Career Fair Strategy's Expected Result/Impact: Vacancy Reports; Feedback from universities (October, March, May) Attended UTEP College of Education Job Fair Staff Responsible for Monitoring: HR Department Funding Sources: Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX, Recruitment of highly qualified personnel. - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Create posters that promote Clint ISD and distribute to regional colleges and also use social media. Strategy's Expected Result/Impact: Monitor applications from UTEP and EPCC Staff Responsible for Monitoring: HR Department Funding Sources: General Supplies - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: Ensure that all staff meets the requirements for the Equity Plan for all personnel. Strategy's Expected Result/Impact: TEA Compliance Report Staff Responsible for Monitoring: HR Certification Specialist	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Present to UTEP Education majors during their tenure in the program of the benefits and working for Clint ISD. Strategy's Expected Result/Impact: Feedback from UTEP students (Once per semester) Staff Responsible for Monitoring: HR Department Funding Sources: Recruitment of highly qualified personnel. - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 5: Attend meetings and workshops in the Region 19 area and network to share District's staffing needs. Strategy's Expected Result/Impact: Monitor and review volume of applicants for vacancies. (ongoing) Staff Responsible for Monitoring: HR Department Funding Sources: Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX, Recruitment of highly qualified personnel. - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: Post positions on various social media sites, such as Facebook, Twitter, Educational websites and via Applitrack. Strategy's Expected Result/Impact: Monitor and review volume of applicants for vacancies. (ongoing) Staff Responsible for Monitoring: HR Department Funding Sources: Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.41.XXXX, Recruitment of highly qualified personnel. - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: Contact ACP programs to recruit applicants who meet the Equity Plan requirements. Strategy's Expected Result/Impact: Monitor and review volume of applicants for vacancies. (ongoing) Staff Responsible for Monitoring: HR Department	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 8: Recruit and hire certified aides and substitutes. Strategy's Expected Result/Impact: Monitor and review volume of applicants for vacancies. (as needed) Staff Responsible for Monitoring: HR Department Funding Sources: Recruitment of highly qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX, Recruitment of highly qualified personnel. - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 9: Provide the Clint ISD community employment opportunities. Strategy's Expected Result/Impact: Monitor and review volume of applicants for vacancies. (ongoing); Customer service via telephone and online assistance. (ongoing) Staff Responsible for Monitoring: HR Department	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May





Strategy 10: Participate in student teaching intern programs. Strategy's Expected Result/Impact: Number of interns hired for teacher vacancies. (August and January) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




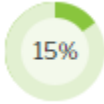

Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.






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

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

Summative Evaluation: None

Strategy 1: The District will implement the Teacher Incentive Allotment Program for Cohort C as defined by the application. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Curriculum and Instruction, Human Resources Title I Schoolwide Elements: 2.6 Funding Sources: TIA Designation Distinction funds - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Continue to provide and promote a competitive benefits program to include choices for levels of health benefits coverage. Strategy's Expected Result/Impact: Review employee participation rates (July - August) Staff Responsible for Monitoring: HR Department; Benefits Department Funding Sources: Recruit and retain qualified personnel. - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: Provide onsite health preventative services. Strategy's Expected Result/Impact: Analyze participation rates. (as scheduled) Staff Responsible for Monitoring: HR Department; Benefits Department	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Provide staff with opportunities to learn more about benefits via activities such as: Planning for Medical Leave Informational Sessions; Health Fairs; Financial Planning Seminars; Human Resources Newsletter; Wellness Program/Reimbursement; Health Savings Accounts Strategy's Expected Result/Impact: Employee Feedback (as scheduled) Staff Responsible for Monitoring: HR Department; Benefits Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 5: Annually review supplemental benefit options to ensure quality service. Strategy's Expected Result/Impact: Online enrollment feedback; customer satisfaction; internal surveys (yearly) Staff Responsible for Monitoring: HR Department; Benefits Department	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: Review salaries and stipend schedules to insure the District remains competitive. Strategy's Expected Result/Impact: TASB Market Analysis and reclassification request reviewed annually. (July - August) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E11.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: Review teacher; student ratios across all subjects and grade levels to ensure that low class sizes are the standard. Strategy's Expected Result/Impact: Teacher Class Load Reports (July - August) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E11.XXXX, Federal Grant - 255 ESEA, TIIA,TPTR - 255.E11.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 8: Recognize and honor employees for the following life events: Births, Illness, Bereavement. Strategy's Expected Result/Impact: Feedback from employees. (ongoing) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 9: Honor Retirees annually at the School Board Meeting to celebrate and recognize their commitment to the Clint ISD community. Strategy's Expected Result/Impact: Feedback from employees. (June) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May





Strategy 10: Introduce new employees via website / Social Media. Strategy's Expected Result/Impact: Feedback from employees. (ongoing) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

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

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

Summative Evaluation: None

Strategy 1: Provide services and support for school administrators in all areas of employee relations and employee management. Strategy's Expected Result/Impact: Training evaluation forms; internal surveys to include a climate survey. Staff Responsible for Monitoring: HR Department Funding Sources: Professional growth opportunities - 199 GENERAL FUND - 199.E41.XXXX, Professional growth opportunities - 255 ESEA, TIIA,TPTR - 255	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Provide yearly staff development training for district support staff. Strategy's Expected Result/Impact: Training evaluation forms (as needed) Staff Responsible for Monitoring: HR Department Funding Sources: Professional growth opportunities - 199 GENERAL FUND - 199.E41.XXXX, Professional growth opportunities - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: Communicate opportunities available to staff for additional certifications and staff development via social media and email. Strategy's Expected Result/Impact: Human Resources newsletter; Registration numbers for trainings; Region 19 surveys (ongoing) Staff Responsible for Monitoring: HR Department	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Provide opportunities for employee advancement by supporting the following initiatives: Aspiring Administrators Strategy's Expected Result/Impact: Feedback from employees; Presentation evaluations; Employee request for topics (as requested) Staff Responsible for Monitoring: Curriculum and Instruction Funding Sources: Professional growth opportunities - 199 GENERAL FUND - 199.E41.XXXX, Professional growth opportunities - 255 ESEA, TIIA,TPTR - 255.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May





Strategy 5: The Special Education Department will provide SPED staff with professional development opportunities to comply with licensure requirements and to improve the provision of services. Strategy's Expected Result/Impact: Improved evaluation and provision of services practices Staff Responsible for Monitoring: SPED Director and Asst. SPED Director Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








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

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

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

Summative Evaluation: None

Strategy 1: Conduct annual safety training for all District employees to include mandatory employee training requirements. Strategy's Expected Result/Impact: Review worker's compensation claims on a quarterly basis in comparison to prior years. (August-December) Staff Responsible for Monitoring: HR Department; Benefits & Risk Management Coordinator Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Follow-up on injury investigations and re-train employees prior to reporting back to work. Strategy's Expected Result/Impact: Review worker's compensation claims on a quarterly basis in comparison to prior years. (as requested) Staff Responsible for Monitoring: HR Department; Benefits & Risk Management Coordinator Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 3: Conduct annual safety facility inspections, which will be conducted at all District facilities and grounds in accordance with the International Fire Code and OSHA recommended standards. Strategy's Expected Result/Impact: Review property and liability claims on an annual basis. (July-August) Staff Responsible for Monitoring: HR Department; Safety Specialist	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Provide training on the District's emergency response plan and emergency preparedness procedures. Strategy's Expected Result/Impact: Conduct drills and exercises; Campus/Department logs (ongoing) Staff Responsible for Monitoring: HR Department; Safety Specialist Funding Sources: General Fund - 199 GENERAL FUND - 199.E41.XXXX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May


Strategy 5: Meet drill and exercise requirements as per the Texas School Safety Center. Campuses are required to complete 2 lock down drills and one shelter in place and/or reverse evacuation drill per school year as well as one fire drill per month. Strategy's Expected Result/Impact: Drill & Exercise evaluation form; debriefing and after action report. (as scheduled) Staff Responsible for Monitoring: HR Department; Safety Specialist	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 6: Complete the Texas School Safety Center Audit every three years. Strategy's Expected Result/Impact: Texas School Safety Center Audit Report (Triennial) Staff Responsible for Monitoring: HR Department; Safety Specialist	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: Conform to the Texas School Safety Center requirements in order to obtain certification as per the Texas Education Code. Strategy's Expected Result/Impact: Certification (as scheduled) Staff Responsible for Monitoring: HR Department; Safety Specialist	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



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


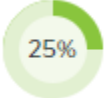
Performance Objective 1: The District will maintain programs to expand and strengthen relationships with parents, businesses, higher education and the community so that all are involved in the education of the students in Clint ISD.



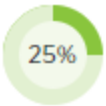

Evaluation Data Sources: The District will provide parents with opportunities and incentives to become involved in their child's education through parent communications and recognitions; will provide parents with access to educational resources; will empower parents to be role model partners in their child's education through adult literacy and other learning opportunities; will monitor parental involvement and maintain communication with parents in the District; and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.



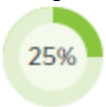

Summative Evaluation: None




	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
<p>Strategy 1: The District/Campuses in collaboration with parents will refine and improve the District /Campus Parent & Family Engagement Policy to help parents and other family members understand the importance of parental involvement in our schools. The plans will be made available to parents at the campuses and on the District website.</p> <p>Campuses will refine the school-parent compact annually to ensure how all stakeholders (teachers, parents, students, administration, school community) will work together to support student's success.</p> <p>Strategy's Expected Result/Impact: Submission of plan(s) to the Federal Programs Department (September 2019)</p> <p>Agenda Sign In Sheet Meeting Minutes</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p> <p>Parental Involvement Specialist</p> <p>Campus Principals</p> <p>Parent & Family Engagement Campus Representatives</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>				









<p>Strategy 2: The District/Campuses in collaboration with parents and other family members will evaluate the District Parent & Family Engagement Policy to help parents and other family members understand the importance of parental involvement in our schools. The District Plan will be evaluated annually.</p> <p>Strategy's Expected Result/Impact: Agenda Sign In Sheet Evaluation of District Parental Involvement Plan Meeting Minutes Recommendations made to plan</p> <p>Staff Responsible for Monitoring: Federal Programs Director Parental Involvement Specialist</p> <p>Campus Principals Parent & Family Engagement Campus Representatives</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<p>Strategy 3: The District will provide parents the opportunity to attend the Annual Regional Parental Engagement Conference and other training opportunities to engage parent participation and improve district-home relations. Parent and Family Engagement P2 budgets has been allocated to SW campuses for program activities.</p> <p>Strategy's Expected Result/Impact: Flyers Sign-In Sheets Contact Logs Agendas</p> <p>Staff Responsible for Monitoring: Campus Principals Parent & Family Engagement Campus Representatives</p> <p>Federal Programs Director Parental Involvement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

<p>Strategy 4: Annually, campuses have been allocated the Title I, Part A Parent & Family Engagement funding to support the Statewide Parental Engagement Conference and other PFE conferences. Campuses will process required paperwork for such activities/events at the school-level.</p> <p>Strategy's Expected Result/Impact: Sign-in sheet (registration form) Event Confirmation Purchase Order Professional Development Form Flyers Agenda Meeting Minutes/Notes</p> <p>Staff Responsible for Monitoring: Campus Principals Parent & Family Engagement Campus Representatives</p> <p>Federal Programs Director Parental Involvement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<p>Strategy 5: Campuses will host a variety of activities to include: *Parent & Family Engagement activities - Elementary and Secondary *Parent Information Nights each semester *PreK Parent Informational Meetings *8th Grade Endorsement and program information meetings *District-wide Community Meetings in the fall semester</p> <p>Strategy's Expected Result/Impact: Flyers Agendas Sign-In Sheets Contact Logs Presentation information</p> <p>Staff Responsible for Monitoring: Campus Principals Parent & Family Engagement Campus Representatives</p> <p>Federal Programs Director Parental Involvement Specialist Campus Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 6: The District and it's schools will provide parent meetings, and workshops to include the following activities according to campus feeder pattern or community needs; technology (parent portal); family counseling, child/parent communication, financial aid, scholarships, literacy development, instructional strategies to support instruction, SPED parent training, credit and graduation requirements. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, End of Year Surveys Staff Responsible for Monitoring: Campus Administrators Federal Programs Director Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 7: The District will monitor Parental Involvement programs/activities. Strategy's Expected Result/Impact: Campuses will collect and submit records and documentation of the ongoing parental involvement activities during the school year. The information will be kept in the Title I Crate. (Submission will be ongoing throughout the school year.) Staff Responsible for Monitoring: Campus Principals Parent & Family Engagement Campus Representatives Federal Programs Director Parent Involvement Specialist Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 8: The District will publicize Campus Parent events in district publications to include the District's website. Strategy's Expected Result/Impact: Documentation in calendars and publications. (Monthly) Website Staff Responsible for Monitoring: Federal Programs Director Curriculum and Instruction Technology Services Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 9: The District will provide parents with Family Access, a parent information portal of student information as part of the registration packet. Strategy's Expected Result/Impact: Parent sign-up and log-ins; Reports (August - June) Staff Responsible for Monitoring: Technology Services Department	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 10: The District will utilize the parent call out system to keep parents informed of District events. Strategy's Expected Result/Impact: Blackboard reports (July - June) Staff Responsible for Monitoring: Curriculum and Instruction	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 11: The District will publish a Newsletter/Magazine and other publications to inform parents and the community about District news, initiatives, and programs. Strategy's Expected Result/Impact: Distribution to parents and community via mail, web and other media Staff Responsible for Monitoring: Curriculum and Instruction	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 12: The District will hold Parent and Student Advisory Council meetings to provide input to the Superintendent. Strategy's Expected Result/Impact: Parent Sign-In Sheets and Agendas (quarterly meetings) Staff Responsible for Monitoring: Curriculum and Instruction	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 13: The District will maintain an active volunteer program at each campus and department and will honor the volunteer hours at the end of the year. Strategy's Expected Result/Impact: Sign-in sheets and logs; Volunteer applications (August - June) Staff Responsible for Monitoring: Personnel Services Department; Campus Principals	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 14: The District will invite businesses and agencies to participate in the Partners in Education Program and will recognize their support throughout the year. Strategy's Expected Result/Impact: Sign-In Sheets and logs (as scheduled) Publications End of the Year Reception Staff Responsible for Monitoring: Curriculum and Instruction Funding Sources: Partners In Education Component - 199 GENERAL FUND - 199.E21.6496.XX.XXX.0.XX	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 15: The District will provide interpreters when necessary for parents during ARD meetings. Strategy's Expected Result/Impact: Parent full participation documented on ARD paperwork Staff Responsible for Monitoring: SPED Director/Assistant SPED Director Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 16: The Special Education Department will provide parents the opportunity to attend relevant staff development to engage parents and improve district-home relations (Autism Conference, Mental Health Conference, etc.) Strategy's Expected Result/Impact: Parent Attendance and implementation of strategies at home Staff Responsible for Monitoring: Director of Special Education, Assistant SPED Director Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 17: The Special Education Department will provide required public notices through the Clint Courier. Strategy's Expected Result/Impact: Parents will be well-informed and make necessary decisions regarding their child's information and services. Staff Responsible for Monitoring: Director of Special Education Funding Sources: - 199 GENERAL FUND	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

Strategy 18: The district in collaboration with campuses will provide field trip opportunities for parents and students to attend the UTEP - Mother/Daughter and/or Father/Son events; educational opportunities/tours will be provided. Transportation costs will be funded to support supplemental activities. Strategy's Expected Result/Impact: Student Development/Trip Requisition Form(s) Agenda/Timeline of Events Student Lists/Sign in Sheets Purchase Orders/Requisitions Staff Responsible for Monitoring: Elementary Curriculum & Instruction Secondary Curriculum & Instruction Federal Programs Director Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: UTEP Educational Activity for CJHS - 211 ESEA, TI A IMP - 211.E11.6494.57.041.0.30, UTEP Educational Activity for EMMS - 211 ESEA, TI A IMP - 211.E11.6494.57.042.0.30, UTEP Educational Activity for HMS - 211 ESEA, TI A IMP - 211.E11.6494.57.044.0.30, UTEP Educational Activity for REMS - 211 ESEA, TI A IMP - 211.E11.6494.57.045.0.30, UTEP Educational Activity for WDS - 211 ESEA, TI A IMP - 211.E11.6494.57.101.0.30, UTEP Educational Activity for RSE - 211 ESEA, TI A IMP - 211.E11.6494.57.102.0.30, UTEP Educational Activity for DHE - 211 ESEA, TI A IMP - 211.E11.6494.57.103.0.30, UTEP Educational Activity for MVE - 211 ESEA, TI A IMP - 211.E11.6494.57.104.0.30, UTEP Educational Activity for FME - 211 ESEA, TI A IMP - 211.E11.6494.57.105.0.30, UTEP Educational Activity for CTW - 211 ESEA, TI A IMP - 211.E11.6494.57.106.0.30	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 19: The district will hold an annual and ongoing consultation meeting(s) with eligible Private Non Profit Schools regarding participation in Title I programs and services. Strategy's Expected Result/Impact: Email Communication Sign In Sheets of meetings Phone and Contact Logs Staff Responsible for Monitoring: Federal Programs Director Federal Programs Specialist Title I Schoolwide Elements: 2.4 Funding Sources: No students will be receiving Title I, Part A services at PNP schools for 2019-2020 SY. - 211 ESEA, TI A IMP - Fund 211	Reviews			
	Formative			Summative
	Sept 	Nov 	Feb 	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 6: The District will improve the annual College, Career, Military Readiness rates district-wide.






Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 71% to 90% by August 2025.

HB3 Goal

Evaluation Data Sources: CCMR Reports

Summative Evaluation: None

Strategy 1: Audit all high school students to ensure they have an opportunity to have a career or college readiness activity prior to graduation Strategy's Expected Result/Impact: Increase in CCMR as reflected on TEA report, Skyward Audit System Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Enroll students in college prep English and Math Courses to ensure they are college ready. Strategy's Expected Result/Impact: Master Schedule review, College Prep passing report Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director	Reviews			
	Formative			Summative
	Sept 	Nov 	Feb 	May
Strategy 3: Increase the number of students who are taking and meeting the passing standards on the TSI. Strategy's Expected Result/Impact: TSI passing increase , CCMR increase Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 4: Create opportunities for CTE students to obtain licenses and certifications Strategy's Expected Result/Impact: Report, Annual increase in certifications Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director, CTE Coordinator	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May

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







Goal 6: The District will improve the annual College, Career, Military Readiness rates district-wide.

Performance Objective 2: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 60% to 80% by August 2025.

HB3 Goal

Evaluation Data Sources: CCMR Reports

Summative Evaluation: None

Strategy 1: Provide students the opportunity to take higher level courses for college credit through various programs which include, dual credit, OnRamps, and AP credits. Strategy's Expected Result/Impact: CCMR Report increase Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
Strategy 2: Create opportunities for students to earn an associates degree with El Paso Community College through district-wide PTECH programs offered at Clint High School, Horizon High School, Mountain View High School, and the Clint ISD Early College Academy. Strategy's Expected Result/Impact: CCMR increase Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director, CTE Coordinator	Reviews			
	Formative			Summative
	Sept 	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The District will improve the annual Early Childhood Literacy and Early Childhood Math rates district-wide.

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2025.

HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

Goal 7: The District will improve the annual Early Childhood Literacy and Early Childhood Math rates district-wide.

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 63% by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR Reports, MAP Reports

Summative Evaluation: None

State Compensatory

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Casillas-Saucedo	Dyslexia Support Teacher	State Comp Education	0.5
Amanda Casillas-Saucedo	GT Support Teacher	Gifted and Talented	0.5
Maria Hernandez	GT Support Teacher	Gifted and Talented	0.5
Maria Hernandez	Dyslexia Support Teacher	State Comp Education	0.5
Stephanie Paoli	Dyslexia Support Teacher	State Comp Education	0.5
Stephanie Paoli	GT Support Teacher	Gifted and Talented	0.5
Veronica Booth	CTE Coordinator	Career and Technical Education	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Domain Scores
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District's Site Based Decision Making Committee will review the plan in April 2020 and make recommendations included in the final published document. The committee this past Spring, created the plan by reviewing strategies, data and updating each portion by goals.

Work group documentation was kept for each goal, this year due to COVID 19 the District Site Based Committee met virtually to review the DIP, approve waivers, and provide feedback. District Departments also helped to create the DIP by reviewing their goals and updating the strategies. The Assistant Superintendent of Secondary Curriculum and the Assistant Superintendent of Elementary Curriculum and Instruction created the HB 3 Goals at a Board workshop in February 2020. The DIP will be posted online for the community.

2.2: Regular monitoring and revision

The DIP is a working document that changes as the District's needs change. The Cabinet will update sections as the need for purchases or new initiatives/strategies arises. Furthermore, the District Cabinet will monitor the plan during the review months - September, November, January, and May. Each goal will be updated and notes on the progress of the DIP will be included. During the review months, any revisions will be done by each department and reviewed with the Cabinet.

2.3: Available to parents and community in an understandable format and language

The District Improvement Plan will be accessible on the website and shared with the District Site Based Committee. The District will ensure that the DIP and all CIP's are translated into Spanish and posted on the District's and Campus websites.

2.4: Opportunities for all children to meet State standards

The district will provide reform strategies as interventions for all Title I schoolwide campuses to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The lower grades will implement an initiative to ensure that all students are reading on grade level by the end of the Third grade. The "Ready by Third" program will ensure success district-wide for our At-Risk population. Furthermore, the District implemented the Countdown to Zero program to ensure students are receiving all of their credits and support when they need to recover lost credits which ensures they are on target for graduation. Again during 2020-2021, the District will operate on a balanced calendar with student support intersessions in October and March. These intersessions will focus on students who are at risk or not on grade level, behind in the credits, or need support to be successful on the state assessments. Also, Title I funds are allocated to support the AVID program, instructional software and afterschool tutoring programs.

2.5: Increased learning time and well-rounded education

The campuses and Instructional Services have developed processes to ensure that students are in the classroom and teachers are teaching at high levels. The new SLO process will ensure teachers are monitoring student growth and maximizing their instructional time. New for 2020-2021, the District will implement a and extended year calendar for elementary as part of the HB 3 program. This calendar will have 18 additional days in which elementary students can be provided with supplemental instruction intersessions in October, March, and June. These intersessions will focus on students who are at risk or not on grade level. Secondary campuses will have a traditional intersession in June for students who need credit recovery, support to be successful on state assessments, and to ensure they are on target for graduation.

2.6: Address needs of all students, particularly at-risk

The district will ensure highly qualified/professional teachers are hired to provide instruction in the Title I schoolwide campuses. Measures were put in place to ensure teachers were successful which included: Instructional Rounds, Mentor Coordinators to support new teachers,

and Curriculum Coaches at all campuses. For 2020-2021 we will again be using the New Teacher Center Mentorship Program so that campus administration and curriculum coaches can mentor teachers who need extra support. Targeted interventions for all groups are in place to include the following:

- Ready By Third
- 6th Grade Moving Up
- Ready for Ninth - Algebra I for 8th Grade Students,
- Countdown to Zero
- Intersessions in October, March and June
- Extended Year Supports for Elementary Students

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I schoolwide campuses. The Communities in Schools program has been implemented to enhance parental & family engagement activities. Also, the campuses have involved parents through Parent & Family Engagement activities, technology integration, and district programs. The District has also updated its software applications and programs to provide parents with more information about the district's activities and programs.

3.2: Offer flexible number of parent involvement meetings

Our Communities in School Coordinators (CIS), Campus administration and Parent & Family Engagement programs have events scheduled at all campuses throughout 2020-2021 school year. Also, campus administration conducts all required parental involvement meetings and publicizes those through the web, twitter and through the District's call out system.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Castanos, Christina	Coordinator Science Elementary	Curriculum & Instruction Elementary	1.0
Castillo, Ruben	Coordinator Math Elementary	Curriculum & Instruction Elementary	1.0
Estorga, Adrian	Curriculum & Instruction Secondary	Title II, Part A - Mentor Coordinator	1.0
Ferreira, Raquel Gaytan	Title II, Part A - Mentor Coordinato	Curriculum & Instruction Secondary	1.0
Frazier, Lillian Nicole	Coordinator Language Arts/Reading	Curriculum & Instruction Elementary	1.0
Gasca, David	Curriculum & Instruction Secondary	Coordinator Math Secondary	1.0
Gomez-Soriano, Sylvia V.	Instructional Officer	Curriculum & Instruction Elementary	1.0
Montero, Elba	Clerk Federal Programs Title I	Federal Programs Department	1.0
Swanson, William A.	Coordinator Science Secondary	Curriculum & Instruction Secondary	1.0
Tellez, Nadia L.	Title II, Part A - Mentor Coordinator	Curriculum & Instruction Secondary	1.0
Venzor, Angelica	Specialist Parental Involvement	Federal Programs Department	1.0
Villanueva, Arturo	Coordinator District School Improvement	Curriculum & Instruction Elementary	1.0