

Clint Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Board Approval Date: July 21, 2022
Public Presentation Date: July 21, 2022

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

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

Vision



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

District Goals

2022-2023 Board Goals

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



Together... We Build Tomorrow!

CLINT INDEPENDENT SCHOOL DISTRICT

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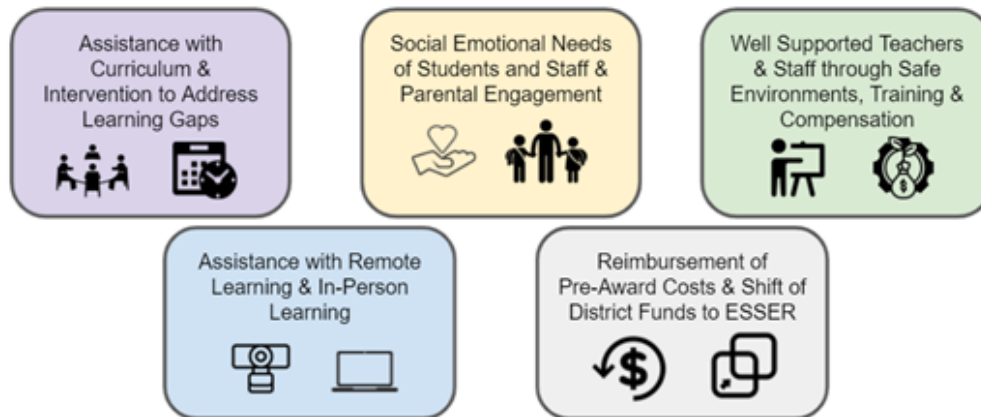
Comprehensive Needs Assessment

Needs Assessment Overview


Needs Assessment Overview Summary

A major part of the Comprehensive Needs Assessment (CNA), will be the ESSER Federal Grants for the next three years. Included in the CNA are the required annual components for the District Improvement Plan. Additional meetings and surveys were completed for the ESSER CNA. Throughout the Spring of 2021, Clint ISD gathered feedback for the use of ESSER funds and developed the ESSER Plan that was submitted to TEA. Throughout 2021-2022 the plan was revised and updated. Feedback was also gathered by the administration during the Summer of 2022 to update the plan. The ESSER plan is a working plan and the following tables show the overall plan and expenditures that the ESSER suvery/committee created for the distret.


Priorities Based on Stakeholder Feedback




Assistance with Curriculum and Instruction:

| <div> Assistance with Curriculum & Intervention to Address Learning Gaps  </div> <div> These activities will contribute to the 20% learning loss expenditure requirement. </div> | Activity | Description | Timeline | Estimated \$ |
|---|---|---|-------------------------------------|--------------------|
| | New Interventionist Teachers & Additional SPED Teachers | Core content interventionist teacher at each campus to assist with small group instruction, co-teaching, lesson planning, and RTI. Additional Special Education teachers based on students' IEPs. | 2021-2022 2022-2023 2023-2024 | \$2,730,000 |
| | Equipment & Supplies for New Interventionist & SPED Teachers | Laptops and basic instructional materials for new staff. | 2021-2022 2022-2023 2023-2024 | \$46,000 |
| | Tutoring Extra Duty Pay | Additional extra duty funds to compensate instructional staff for tutoring & enrichment outside of the normal school day. | 2021-2022 2022-2023 2023-2024 | \$1,260,000 |
| | Dyslexia & Phonics Instructional Programs | District-wide dyslexia curriculum and training. Elementary phonics program. | 2021-2022 2022-2023 2023-2024 | \$433,000 |
| | | | | \$4,469,000 |


Social and Emotional Needs:

| <div> Social Emotional Needs of Students and Staff & Parental Engagement  </div> <div> These activities will contribute to the 20% learning loss expenditure requirement. </div> | Activity | Description | Timeline | Estimated \$ |
|--|---|--|-------------------------------------|--------------------|
| | New SEL/PBIS Coordinator & Lead Teachers | A coordinator will be hired to lead and manage the SEL/PBIS program district-wide. Lead SEL/PBIS teachers at each campus will work closely with counseling staff and teachers to provide social emotional support to students, create and deliver SEL lessons, implement and monitor the PBIS system for all students to encourage positive behavior and enhance the school's culture. | 2021-2022 2022-2023 2023-2024 | \$2,790,000 |
| | Additional Counseling Staff | Three crisis counselors will be hired to provide specialized student and staff support when a unique situation arises. Counselors will work with schools in a specific feeder pattern based on identified needs. In place of a SEL/PBIS teacher, the Clint ISD Early College will hire an additional counselor. | 2021-2022 2022-2023 2023-2024 | \$1,305,000 |
| | SEL & PBIS Curriculum and Resources | District-wide SEL curriculum will be purchased and funding for supplies to implement a PBIS system will be provided. Laptops and basic instructional materials for new staff. | 2021-2022 2022-2023 2023-2024 | \$486,000 |
| | After School and Saturday Extra Duty Pay | Additional extra duty funds to compensate instructional staff for SEL/PBIS activities outside of the school day which may include enrichment activities, clubs, school spirit activities, or emotional support groups. | 2021-2022 2022-2023 2023-2024 | \$1,260,000 |
| | | | | \$5,841,000 |

Well Supported Teachers and Staff:

| <div>Well Supported Teachers & Staff through Safe Environments, Training & Compensation</div>  | Activity | Description | Timeline | Estimated \$ |
|--|---|--|-------------------------------------|--------------------|
| | Technology Coaches at Secondary Campuses | Addition of technology coaches at the middle schools and comprehensive high schools. Technology coaches will assist with professional development, implementation of instructional programs, and student lessons on digital skills and citizenship. | 2021-2022 2022-2023 2023-2024 | \$1,575,000 |
| | Planning & Professional Development Extra Duty Pay | Additional extra duty funds to compensate instructional staff for lesson planning, curriculum mapping, and attendance of training outside of the normal school day. | 2021-2022 2022-2023 2023-2024 | \$856,000 |
| | Health & Safety Supplies & Equipment | Continuation of available hand sanitizer, cleaning chemicals, and personal protective equipment. | 2021-2022 2022-2023 2023-2024 | \$330,000 |
| | Retention Stipends | Two \$1,000 retention stipends for all full-time employees, and two \$500 retention stipends for all TRS eligible part-time employees (which includes part-time custodial staff and monitors). Employees will receive their first retention stipend on July 2, 2021 and the second stipend on December 17, 2021. | 2021-2022 | \$3,173,812 |
| | | | | \$5,934,812 |

District Shifts of Existing Funding:

| <div>Shift of District Funds to ESSER</div>  | Activity | Description | Timeline | Estimated \$ |
|---|---|---|--|--------------------|
| | COVID-19 Mitigation | Partial replacement of HVAC units at schools in need of updated equipment. Continuation of PPE and cleaning material. | 2020-2021 2021-2022 2022-2023 2023-2024 | \$2,565,000 |
| | Technology Equipment, Hotspots, Cyber Security, & Instructional Software | Continuation of Chromebook replacements, student laptop devices, hotspots, cyber security software, and various instructional software programs. <i>Shift of District Funds to ESSER</i> | 2020-2021 2021-2022 2022-2023 2023-2024 | \$2,202,100 |
| | Intersession & Summer School | Funding for Fall and Spring Intersession and Summer School costs. <i>Shift of District Funds to ESSER</i> | 2021-2022 2022-2023 2023-2024 | \$3,000,000 |
| | | | | \$7,767,100 |



| Activity | Description | Timeline | Estimated \$ |
|---|---|--|--------------------|
| Prior Year One-Time Payment | Reimbursement of August 2020 one-time payment to full-time and part-time staff members. | 2020-2021 | \$1,586,906 |
| I-LEARN Equipment & Installation | Reimbursement of I-LEARN equipment including classroom panels, microphones, speaker, and installation. | 2020-2021 2021-2022 | \$5,000,000 |
| COVID-19 Mitigation | Reimbursement of plasma air installation, cleaning supplies, equipment, desk shields, barriers, signage, PPE, etc. Reimbursement for part-time COVID-19 rapid testers. | 2020-2021 2021-2022 2022-2023 2023-2024 | \$1,512,046 |
| Hotspots & Software | Reimbursement of partial hotspot costs that have not been covered by other grants, and NWEA Map Growth software. | 2020-2021 2021-2022 2022-2023 2023-2024 | \$330,000 |
| | | | \$8,593,952 |

In conjunction with the ESSER Federal Grants, Clint ISD has been awarded the following federal grants to benefit a variety of needed areas this year:

2021-2023 Title I, 1003 ESF-Focused Support Grant

2021-2023 Nita M. Lowey 21st Century Community Learning Centers (CCLC) Grant

2021-2023 Texas Education for Homeless Children and Youth (TEHCY) Grant

These grant funds will provide the financial opportunity to support targeted activities in the following areas: Student academic outcomes, building of teacher and leadership capacity, providing access to enrichment programs, services and supports for students who are coded Homeless, supplemental instructional materials, extra duty pay for instructional staff, hiring of professional staff and professional development at both the district and campus levels.

Individual needs assessments, data collection and proposed renewal of grant awards is required to be submitted to TEA at the end of each year.

Texas COVID Learning Acceleration Supports (TCLAS)

Texas COVID Learning Acceleration Supports (TCLAS) is a set of funding and targeted supports available to Clint ISD and other Local Education Agencies (LEAs) to accelerate student learning in the wake of COVID-19, utilizing state and federal funds. In order to address the impact of the Covid-19 pandemic on students Clint ISD will need support within the following areas of need.

- Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies
- Rigorous, high-quality instructional materials designed to make up ground and master grade-level TEKS
- Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year
- More time for the students in most need, including expanding instructional time in the summer and after school with targeted tutoring
- Innovative school models to incorporate all of the learning acceleration frameworks

Within each area, an LEA selects specific supports of interest aligned with 10 key decision points:

| Strategic Planning | Instructional Materials | Teacher Pipelines | More Time | Innovative School Models |
|--|---|--|--|---|
| Decision 1: LEA Accelerated Learning Strategic Planning | Decision 2: HQIM Core Approved Products Decision 3: HQIM Supplemental Approved Products | Decision 4: Teacher Recruitment Support Decision 5: Residency Program Support | Decision 11: Afterschool Program | Decision 9: P-TECH |
| Similar TEA Initiatives: <ul style="list-style-type: none">• Resilient School Support Program (RSSP) | Similar TEA Initiatives: <ul style="list-style-type: none">• Texas Home Learning (THL) / CRIMSI• Math Innovation Zones• Dyslexia Tools• Phonics Reading System• College Prep Course | Similar TEA Initiatives: <ul style="list-style-type: none">• Grow Your Own (GYO)• Teacher Residencies | Similar TEA Initiatives: <ul style="list-style-type: none">• Additional Days School Year (ADSY)• Vetted Texas Tutor Corps | Similar TEA Initiatives: <ul style="list-style-type: none">• PTECH• Texas Regional Pathways Network• School Action Fund (SAF) |

The following supports were identified by Clint ISD to address the needs of students aligned to the above-mentioned decision points.

Decision 1: LEA Accelerated Learning Strategic Planning

Decision 1a: Clint ISD will designate an RSSP Learning Acceleration Team focused on strategic planning, implementation, measurement planning, and goal setting.

- Analyze data & understand needs
 - Identify strategies and cohere priorities
 - Set goals and measurement strategies
 - Make implementation plans
 - Invest stakeholders
- Decision 1b: The Data Fellow will commit to delivering the data tools, systems, and protocols provided via RSSP Data Fellowship's professional learning community support. The Data Fellow will commit to RSSP network events and supports

Decision 2: HQIM Core approved products implementation and professional learning.

- Decision 2a: Implementation support and professional learning partnership with TEA-approved technical assistance provider.
- Decision 2b: Clint ISD will be receiving print materials to support the implementation of HQIM in the area of mathematics.
- Decision 2c: Clint ISD may access funds to hire math and literacy coaches at elementary schools using products on the state-approved list.

Decision 3: Decodable Texts for Learning to Read

- Decision 3c: Through TCLAS Clint ISD will receive access to Learning Dynamics Virtual Learning Site which includes:
 - Program introduction videos/training modules for parents/caregivers and educators.
 - Virtual lessons for students
 - Decodable book “read along” interactive videos for students
 - Ability to print lesson manuals, full-color books, student activity books, and flashcards

Decision 4: Grow Your Own will facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings by

- Decision 4a: providing supports for paraprofessionals to become certified teachers
- Decision 4b & 4c: elevating the perception of the teaching profession through the expansion of high-quality Education and Training (E&T) courses at the high school level. Support eligible campuses to plan to establish the foundational elements of a P-TECH program and then implement and serve students in chosen pathways

Decision 5: Residency Program

- Decision 5a & 5b: Implement paid teacher residencies in partnership with a high-quality educator preparation program
- Decision 5c: Implement innovative staffing models to sustainably fund teacher residencies and build educator pipelines

Decision 9: P-TECH to provide a smooth transitional experience for students from high school to postsecondary education and employment.

- Support eligible campuses to plan to establish the foundational elements of a P-TECH program and then implement and serve students in chosen pathways
- Provides students both tuition-free college classes and work-based training
- Provides students the opportunity to earn 60 hours of college credit, an industry certification, and an associate degree while attending high school

Decision 11: High-Quality Afterschool program design and implementation that accelerates learning by:

- Providing a safe and healthy environment after the school day for all students at no cost to students
- Enabling access to adults trained to build academic and non-academic skills within local communities
- Including themes and activities based in student interests and needs that are both academic and enriching
- Delivering targeted academic support aligned with individual student needs, high-quality curriculum and instruction, and the regular school day. This academic support prioritizes High-Impact Tutoring (HIT) which goes beyond the learning acceleration requirements of HB 4545.

Progress Measures and Evaluation

Decision 1: LEA Accelerated Learning Strategic Planning and implementation will be monitored through the utilization of the following measures.

- Analyze student data stakeholder input to identify needs utilizing the data fellow dashboard and district assessment platforms
- NTC learning walks (ESF/RSSP)

- Data Fellow dashboard for district data

Decision 2: HQIM Core approved products implementation and professional learning.

- Technical service provider walks
- T-TESS Observations
- Implementation of resources in PLCs
- Local and State assessments for mathematics
- Usage reports

Decision 3: Decodable Texts for Learning to Read

- Implementation walks
- Feedback

Decision 4: Grow Your Own will facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings.

- Number of paraprofessionals that receive their teaching certification
- Number of high school students that complete the 4 year program as outlined by the district

Decision 5: Residency Program

- Number of residents hired by the district
- Number of residents that complete their residency training
- Number of residents hired by the district as full-time instructors
- UTEP/US PREP data cycles
- Instructional Walks

Decision 9: P-TECH to provide a smooth transitional experience for students from high school to postsecondary education and employment.

- Number of participants that receive their dual-credit certification
- Number of dual-credit courses offered by the district
- Number of students completing dual-credit courses

Decision 11: High-Quality Afterschool program design and implementation that accelerates learning by:

- Progress monitoring of data by the afterschool program project lead
- Scores on HQIM assessments and programs

- Local and State assessment scores
- Participation Rates

Demographics

Demographics Summary

Clint ISD had the following demographic information:

Economically Disadvantaged 2021-2022

| 071901 CLINT ISD | Eligible For Free Meals | | Other Economically Disadvantaged | | Total Economically Disadvantaged | | Not Economically Disadvantaged | | Total Count |
|------------------------|-------------------------|--------|----------------------------------|--------|----------------------------------|--------|--------------------------------|--------|-------------|
| | Count | % | Count | % | Count | % | Count | % | |
| | 6,593 | 62.83% | 2,311 | 22.48% | 8,949 | 84.85% | 1,394 | 13.28% | |

Clint ISD Ethnicity 2021-2022

| Ethnicity | Student Count |
|---|---------------|
| Black or African American | 36 |
| American Indian or Alaska Native | 34 |
| Asian | <20 |
| Hispanic | 9,964 |
| Native Hawaiian/Other or Pacific Islander | <10 |
| Two or More Races | 49 |
| White | 397 |

Clint ISD Programs 2021-2022

| G & T | CTE | Emergent Bilingual | Bilingual | ESL | Eco - Dis | Title I | At Risk | Military | Foster Care | Students SPED | Homeless | Dyslexic | Section 504 |
|------------------|------------|---------------------------|------------------|------------|------------------|----------------|----------------|-----------------|--------------------|----------------------|-----------------|-----------------|--------------------|
| 474 | 4,401 | 4,326 | 2,063 | 1,409 | 9,100 | 9,763 | 7,166 | 392 | 15 | 1,251 | 158 | 100 | 269 |

Grade Level Enrollment 2021-2022

| Grade Level | Student Count |
|--------------------|----------------------|
| Early Education | <10 |
| Pre-Kindergarten | 390 |
| Kindergarten | 610 |
| Grade 1 | 660 |
| Grade 2 | 706 |
| Grade 3 | 694 |
| Grade 4 | 713 |
| Grade 5 | 764 |
| Grade 6 | 716 |
| Grade 7 | 792 |
| Grade 8 | 899 |
| Grade 9 | 1,061 |
| Grade 10 | 850 |
| Grade 11 | 892 |
| Grade 12 | 739 |

Gender Student Count 2021-2022

| Gender | Student Count |
|--------|---------------|
| Female | 5,107 |
| Male | 5,387 |

SPED Student Enrollment 2021-2022

| Clint ISD (071901) | Primary Disability | | | | | | | | | | |
|---------------------|--------------------|-----|----|----|-----|----|-----|-----|-----|-----|------|
| | OI | OHI | AI | VI | ID | ED | LD | SI | AU | TBI | NCEC |
| | N/A | 115 | 17 | 13 | 108 | 45 | 622 | 212 | 103 | N/A | N/A |

From the charts above, it is apparent that Clint ISD has many challenges in the population we serve. First and foremost, Clint ISD assures all of our students have healthy meals as a Provision II school district offering breakfast, lunch and dinner most days to our students. We offer these services due to the fact that over 85% percent of our students are Economically Disadvantaged and over 64.5% of our students are label as “At-Risk” by the Texas Education Agency. Finally, 34% 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 2015-2022

Clint ISD Students are 83% 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 seven years.

| <i>Class</i> | <i>State Average</i> | <i>Regional Average</i> | <i>District Average</i> |
|--------------|----------------------|-------------------------|-------------------------|
| 2022 | N/A | N/A | 97.1% |

| <i>Class</i> | <i>State Average</i> | <i>Regional Average</i> | <i>District Average</i> |
|--------------|----------------------|-------------------------|-------------------------|
| 2021 | N/A | N/A | 97.1% |
| 2020 | 91.0% | 88.4% | 93.6% |
| 2019 | 92.0% | 90.0% | 95.8% |
| 2018 | 94.0% | 93.7% | 96.3% |
| 2017 | 89.7% | 86.5% | 96.7% |
| 2016 | 89.1% | 85.7% | 91.8% |
| 2015 | 89.0% | 84.2% | 91.4% |

The 2021 graduation rate is a projection and may change with summer and fall graduates.

Attendance/Drop-out Rate

Clint ISD's annual dropout rate still remains below the state and regional averages. Attendance Rates are well above state averages. However, attendance for the end of 2021-2022 fell below our normal rate.

| Annual Dropout Rate (Gr 7-8) | | | |
|--------------------------------------|-------|-------|--------------|
| 2019-20 | 0.5% | 0.5% | 0.1% |
| 2018-19 | 0.4% | 0.4% | 0.1% |
| Annual Dropout Rate (Gr 9-12) | | | |
| 2019-20 | 1.6% | 1.7% | 1.2% |
| 2018-19 | 1.9% | 2.2% | 0.9% |
| Attendance Rate | | | |
| 2019-20 | 98.3% | 98.0% | 99.0% |
| 2018-19 | 95.4% | 95.2% | 96.0% |

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL Students have are still a high percentage of 34% of the population. **Root Cause:** Students are not transitioning our of the bilingual program. Dual Language Program is being implemented.

Problem Statement 2: At Risk Students remains at 65 % 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. **Root Cause:** Changes to the identification protocols implemented by TEA.

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

Problem Statement 5 (Prioritized): 94% of students who are coded LEP/ESL/Bilingual have been in US schools 3+ years. **Root Cause:** There Bilingual and ESL Program continues to be aligned.

Problem Statement 6: Data shows that ELL students are not exiting the Bilingual and ESL Program. **Root Cause:** Dual Language program is still being aligned Bilingual/ESL Program.

Student Learning

Student Learning Summary

STAAR Administration

Below is a recap of the students who did complete the STAAR exams by level.

Elementary STAAR Data

| 2022 May Grade 3 Math | | | | | |
|-----------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| RSE | 99 | 64% | 42% | 15% | 40 |
| CTW | 105 | 60% | 31% | 11% | 34 |
| WDS | 157 | 63% | 29% | 10% | 34 |
| Clint ISD | 697 | 57% | 28% | 11% | 32 |
| DHE | 118 | 53% | 29% | 16% | 32 |
| FME | 150 | 51% | 19% | 7% | 26 |
| MVE | 68 | 54% | 18% | 7% | 26 |

| 2022 May Grade 4 Math | | | | | |
|-----------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| MVE | 63 | 60% | 31% | 15% | 35 |
| CTW | 119 | 62% | 23% | 10% | 32 |
| WDS | 138 | 59% | 27% | 9% | 32 |
| Clint ISD | 719 | 55% | 22% | 9% | 29 |
| DHE | 147 | 57% | 22% | 10% | 29 |
| RSE | 98 | 51% | 21% | 6% | 26 |
| FME | 154 | 48% | 14% | 5% | 22 |

| 2022 May Grade 3 Reading | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| RSE | 99 | 72% | 46% | 22% | 47 |
| DHE | 118 | 69% | 40% | 21% | 43 |
| WDS | 157 | 65% | 37% | 17% | 40 |
| Clint ISD | 698 | 64% | 36% | 17% | 39 |
| CTW | 105 | 64% | 35% | 16% | 38 |
| MVE | 69 | 59% | 33% | 12% | 35 |
| FME | 150 | 57% | 25% | 13% | 32 |

| 2022 May Grade 4 Reading | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| MVE | 63 | 75% | 42% | 21% | 46 |
| WDS | 138 | 72% | 34% | 18% | 42 |
| RSE | 98 | 63% | 38% | 17% | 39 |
| Clint ISD | 719 | 66% | 34% | 15% | 38 |
| DHE | 147 | 64% | 34% | 12% | 37 |
| FME | 154 | 64% | 32% | 15% | 37 |
| CTW | 119 | 62% | 30% | 9% | 33 |

| 2022 May Grade 5 Math | | | | | |
|-----------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| MVE | 87 | 83% | 55% | 24% | 54 |
| DHE | 143 | 80% | 47% | 23% | 50 |
| Clint ISD | 764 | 66% | 36% | 14% | 39 |
| RSE | 124 | 67% | 37% | 12% | 38 |
| WDS | 149 | 63% | 34% | 13% | 37 |
| CTW | 121 | 55% | 32% | 9% | 32 |
| FME | 140 | 56% | 19% | 4% | 26 |

| 2022 May Grade 5 Reading | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| MVE | 87 | 75% | 50% | 30% | 52 |
| DHE | 143 | 80% | 43% | 27% | 50 |
| WDS | 149 | 71% | 39% | 23% | 44 |
| Clint ISD | 763 | 69% | 39% | 22% | 43 |
| CTW | 121 | 66% | 38% | 20% | 41 |
| FME | 140 | 63% | 39% | 19% | 40 |
| RSE | 123 | 60% | 31% | 16% | 36 |

| 2022 May Grade 5 Science | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| MVE | 86 | 66% | 28% | 10% | 35 |
| DHE | 143 | 56% | 26% | 12% | 31 |
| WDS | 149 | 53% | 24% | 13% | 30 |
| Clint ISD | 763 | 49% | 19% | 8% | 25 |
| RSE | 123 | 44% | 12% | 4% | 20 |
| CTW | 121 | 43% | 13% | 3% | 19 |
| FME | 140 | 41% | 11% | 4% | 19 |

Middle School STAAR Data

| 2022 May Grade 6 Math | | | | | |
|-----------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| REMS | 169 | 73% | 32% | 4% | 36 |
| Clint ISD | 722 | 61% | 22% | 4% | 29 |
| CJHS | 169 | 55% | 27% | 5% | 29 |
| HMS | 204 | 60% | 16% | 3% | 26 |
| EMMS | 180 | 56% | 15% | 4% | 25 |

| 2022 May Grade 6 Reading | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CJHS | 169 | 52% | 29% | 12% | 31 |
| HMS | 204 | 58% | 24% | 11% | 31 |
| Clint ISD | 722 | 54% | 25% | 11% | 30 |
| EMMS | 180 | 52% | 24% | 10% | 29 |
| REMS | 169 | 52% | 25% | 9% | 29 |

| 2022 May Grade 7 Math | | | | | |
|-----------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| HMS | 221 | 50% | 12% | 5% | 22 |
| REMS | 131 | 44% | 12% | 2% | 19 |
| Clint ISD | 681 | 40% | 11% | 2% | 18 |
| CJHS | 163 | 40% | 13% | 1% | 18 |
| EMMS | 166 | 25% | 7% | 0% | 11 |

| 2022 May Grade 7 Reading | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CJHS | 184 | 72% | 46% | 29% | 49 |
| HMS | 240 | 71% | 43% | 27% | 47 |
| Clint ISD | 802 | 67% | 41% | 25% | 44 |
| REMS | 175 | 64% | 39% | 25% | 43 |
| EMMS | 203 | 60% | 34% | 19% | 38 |

| 2022 May Grade 8 Math | | | | | |
|-----------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| REMS | 249 | 70% | 35% | 8% | 38 |
| Clint ISD | 823 | 64% | 24% | 5% | 31 |
| HMS | 209 | 66% | 21% | 4% | 30 |
| CJHS | 184 | 61% | 23% | 2% | 29 |
| EMMS | 181 | 56% | 14% | 3% | 24 |

| 2022 May Grade 8 Reading | | | | | |
|--------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CJHS | 191 | 84% | 49% | 29% | 54 |
| HMS | 238 | 78% | 51% | 32% | 54 |
| EMMS | 201 | 77% | 50% | 29% | 52 |
| Clint ISD | 889 | 78% | 47% | 27% | 51 |
| REMS | 259 | 74% | 37% | 20% | 44 |

| 2022 May Grade 8 Science | | | | | |
|--------------------------|-------|------------|-------------|---------|------------|
| | Total | Approaches | Meets Grade | Masters | Domain Raw |
| CJHS | 191 | 71% | 36% | 18% | 42 |
| EMMS | 201 | 70% | 37% | 18% | 41 |
| Clint ISD | 890 | 66% | 32% | 16% | 38 |
| HMS | 239 | 63% | 33% | 17% | 38 |
| REMS | 259 | 63% | 25% | 12% | 33 |

| 2022 May Grade 8 Social Studies | | | | | |
|---------------------------------|-------|------------|-------------|---------|------------|
| | Total | Approaches | Meets Grade | Masters | Domain Raw |
| EMMS | 202 | 45% | 11% | 6% | 21 |
| HMS | 239 | 41% | 13% | 4% | 19 |
| CJHS | 191 | 41% | 13% | 3% | 19 |
| Clint ISD | 891 | 40% | 11% | 4% | 18 |
| REMS | 259 | 34% | 7% | 3% | 15 |

High School STAAR/EOC Data

| Clint May 2022 STAAR Algebra I | | | | | |
|--------------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CJHS | 28 | 100% | 93% | 79% | 90 |
| REMS | 54 | 100% | 94% | 74% | 90 |
| CECA | 35 | 97% | 80% | 51% | 76 |
| CHS | 181 | 76% | 40% | 17% | 75 |
| HMS | 49 | 94% | 78% | 53% | 75 |
| EMMS | 59 | 90% | 64% | 47% | 67 |
| CLINT ISD | 989 | 74% | 46% | 26% | 48 |
| MVHS | 154 | 66% | 36% | 16% | 39 |
| HHS | 429 | 64% | 33% | 16% | 38 |

| Clint May 2022 STAAR Biology | | | | | |
|------------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CECA | 66 | 100% | 74% | 26% | 67 |
| CHS | 210 | 88% | 63% | 20% | 57 |
| CLINT ISD | 991 | 78% | 48% | 15% | 47 |
| MVHS | 208 | 79% | 48% | 14% | 47 |
| HHS | 506 | 71% | 38% | 12% | 40 |
| EMMS | 1 | 100% | 0% | 0% | 33 |

| Clint April 2022 STAAR English I | | | | | |
|----------------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CECA | 69 | 96% | 86% | 19% | 67 |
| CHS | 242 | 58% | 45% | 5% | 36 |
| MVHS | 254 | 57% | 37% | 6% | 33 |
| Clint | 1,178 | 51% | 35% | 5% | 30 |
| HHS | 613 | 41% | 25% | 2% | 23 |

| Clint April 2022 STAAR English II | | | | | |
|-----------------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CECA | 96 | 98% | 95% | 28% | 74 |
| CHS | 194 | 65% | 48% | 4% | 39 |
| Clint | 1,055 | 64% | 45% | 5% | 38 |
| MVHS | 229 | 65% | 43% | 3% | 37 |
| HHS | 536 | 56% | 35% | 1% | 31 |

| Clint May 2022 STAAR U.S History | | | | | |
|----------------------------------|----------------|------------------------|-------------------|---------------------|------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Domain Raw Score |
| CECA | 83 | 100% | 87% | 59% | 82 |
| CHS | 208 | 94% | 74% | 40% | 69 |
| MVHS | 219 | 94% | 71% | 39% | 68 |
| CLINT ISD | 929 | 91% | 69% | 36% | 66 |
| HHS | 419 | 87% | 62% | 29% | 59 |

Student Learning Strengths

Clint ISD had all campuses meet the minimum state standard as reflected in the charts below:

| Campus | Rating | Letter Grade |
|-------------------------------|--------|--------------|
| W.D. Surratt Elementary | 85 | B |
| Red Sands Elementary | 86 | B |
| Desert Hills Elementary | 87 | B |
| Montana Vista Elementary | 86 | B |
| Frank Macias Elementary | 84 | B |
| C.T. Welch Elementary | 84 | B |
| | | |
| Clint Junior High School | 82 | B |
| East Montana Middle School | 72 | C |
| Horizon Middle School | 83 | B |
| Ricardo Estrada Middle School | 81 | B |
| | | |
| Clint High School | 88 | B |
| Mountain View High School | 87 | B |
| Horizon High School | 77 | C |
| Clint Early College Academy | 94 | A |
| | | |
| Clint ISD | 87 | B |

Also, Clint ISD improved overall on the Career College and Military Readiness rating. CCMR dropped 2021 but will have an increase in 2022. Horizon High School did not accurately submit their 2020-2021 CCMR data.

New for 2021-2022 Career and Technical Education Comprehensive Needs Assessment

Our district serves approximately 10,663 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.

Though our Career and Technical Education programs, we serve close to 2,800 students in grades 6-12 offering work-based learning experiences that help our students connect school experiences to real-life work activities and future career opportunities. The Board of Trustees has asked the District leadership to expand career pathway options for students, which is steadily increasing year to year. This coming school year, 2021-2022, we will have Pathways in Technology Early College High School (P-TECH) at all comprehensive high schools allowing students an opportunity to receive both a high school diploma and a credential and/or an associate degree.

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

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

Top Priorities for CTE:

1) Increase the number of CTE Learners taking and passing industry-based certifications and licensure exams with a focus on special populations groups – Individuals with Disabilities and English Learners.

- 2) Creation and maintenance of P-TECH programs at the three comprehensive high schools.
- 3) Align CTE instructional practices with regular education instructional practices. Provide training and teacher support for implementation of said practices.
- 4) Increase the opportunities for student work-based learning experiences.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students must show progress annually to be successful. Accelerated instruction must be provided. **Root Cause:** Not all students progressed during 2021-2022 caused other students to have a gap.

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

Problem Statement 3: Teacher pedagogy and levels of engagement are not consistent in all classrooms. **Root Cause:** Vertical alignment of a lesson cycle in the classrooms across the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

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

Problem Statement 5 (Prioritized): 94% of students who are coded LEP/ESL/Bilingual have been in US schools 3+ years. **Root Cause:** There Bilingual and ESL Program continues to be aligned.

Problem Statement 6: 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 7 (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

2021-2022 Accountability

For 2021-2022, the state resumed the current accountability standards. 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 and other assessments. The NWEA MAP program will evaluate students at the beginning, middle and end of year to determine skills and content levels. This data can guide instruction and will be available for ELAR and Math - Grades K-10 and Science 5th and 8th. This support will help teachers indentfy student acadmic needs that have occurred as gaps have been created. Elementary campuses will be using other screeners and programs to identify and eliminate learning gaps.

New Teacher Center Program

During the 2021-2022 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. There were many new teachers who were hired during the pandemic due to illness or retirement. The NTC program was utilized to support all new staff hired throughout 2022-2023. The need to have dedicated staff to support these teachers throughout the year is a priority. Staff to support elementary, middle and high school teachers helps with expertise in all areas. A dedicated mentor coordinator for each level is needed.

The breakdown of teachers by years of experience is below:

Teachers – 730

***0-5 Years Teaching Experience – 34%**

***6-10 Years Teaching Experience – 20%**

***11-20 Years Teaching Experience- 34%**

***21-30+ Years Teaching Experience- 12%**

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

The NTC Program continues to show a high retention of teachers year after year. The pandemic has skewed data due to the fact that many more teachers retired during COVID who probably would have taught longer but have retired earlier.

Support Programs

All campuses received an Interventionist to support student learning needs, and all campuses were allocated a PBIS/SEL lead to support the social and emotional learning needs of students that have arisen from the pandemic. Secondary campuses received new FTE's for technology coaches. Across most campuses, special education programs added FTE's to accomodate all IEP requirements. The addition of several new FTE's necessitated the need to add an additional SEL Coordinator at the District level. All new staff will be coached using the Mentor Coordinators and the NTC program. The Mentor Coorindators are part of the TPTR grant to retain teachers and is part of our District of Innovation Plan. Also, to support teachers with their T-TESS, a dedicated Director of Teacher Support has been added to provide professional development to all staff.

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 continue the process of training staff to implement the Dual Language program for all elementary grade levels. 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 throughout the school year to further align the program.

I-LEARN Technology

Clint ISD has installed a robust computer/audio visual/sound system in all classrooms. The learning model requires us to grow our teachers and improve their instructional practices. The ILEARN equipment will also us to record teachers lessons and use a coaching tool. The use of software will assist us with growing our teachers. The district will purchase software to enable teachers to record their lessons and having coaching points for those recorded lessons.

ESSER Funding Meetings

Clint ISD staff conducted meetings throughout the Summer of 2022 to update the ESSER spending plan. Attached is a timeline of events and the stakeholders involved.

District Robotics

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

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), district created pacing guides, and new math scope/sequence. TRS is a partnership of many regional service centers, districts, and teachers to take the Texas State Curriculum, the TEKS, and enhance the objectives with lessons, a teaching flow, vocabulary, and assessments. 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 2022-2023 as they implement the I-SUPPORT Plan for assisting students with their instructional gaps that have been created by the pandemic. This district will also move to a 4-9 Common Assessment program in which we will have formative assessments for students at these intervals. Clint ISD will also utilize the MAP program through NWEA to identify student skills and content levels for teacher instructional supports.

District Committees and Operations

The District has many layers of organization support that meet on a regular basis. The Campus Principals and Assistant Principals have monthly meetings in which they are provided professional development, instructional focus and best practices. An additional focus for 2022-2023 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 sixth year as a District of Innovation., the District appointed a District Advisory Committee to create a plan under the

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

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

The committee approved to unanimously adopt the District of Innovation plan renewal. The plan presented to the Board on May 24 and approved on June 23. The plan includes the continuation of 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 2021-2022, limited grant funds are again available and Clint ISD is funding the majority 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)

The District will apply for additional safety and security grants such as the Silent Panic Alert Technology (SPAT) Grant and the Bureau of Justice, Preventing School Violence Grant, in order to implement needed security supports at campuses district-wide. All funding will be

supplemental to federal and non-federal programs.

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

Student Support and Academic Enrichment - Robotics

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

Student Support and Academic Enrichment - Health & Wellness

Clint ISD will implement supplemental professional development for all PE and counseling staff this year. In order to support the Intent and Purpose of ESSA funding, Title IV, Part A, Subpart 1, the District will continue to build the capacity of staff to improve school conditions for student learning including ways to integrate mental health, wellness and safety best practices into school or athletic programs.

Student Support and Academic Enrichment - Safe & Healthy Students

Clint ISD will support school safety initiatives aligned with the SRO program by implementing campus programs that educate students, parents and families on how to respond to a school safety incident, along with preventive measures to remain safe while at school. Along with scheduled drills and informational meetings, grant funds will be used to support school safety initiatives district-wide.

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 to continue to provide interventionists at all campuses. **Root Cause:** I-SUPPORT plans will be put in place to strengthen content knowledge of students.

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:** Dual Language program is still being aligned Bilingual/ESL Program.

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

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

Problem Statement 7: Student and community interest in robotics, innovation and stem education has increased. More students are needing to be served by the program. **Root Cause:** Robotics program has experienced a good amount of success in garnering support and developing pathways to support TA TEKS implementation, STEM Education and vertical alignment to CTE pathways.

Perceptions

Perceptions Summary

Clint ISD has adopted and embraced the Core Leadership Values.



#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 2022-2023 is the inclusion of the Instructional Leadership Team which meets regularly with all to improve instruction in partnership with Principals, Assistant Principals, and Instructional support staff. This district team reviews the progress towards our goal of surpassing the state on every area of the STAAR.

The District Site Based Decision Making Committee meets four times a year to create the Campus Improvement Plan, review data and advise the Superintendent. This committee also approves all requests for waivers and reviews the bond projects. The Superintendent's Cabinet has

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

Collecting stakeholder input and ensuring a consistent feedback cycle at all campuses, continues to be an area of need. Although many stakeholders participate in district surveys, offer feedback at meetings and events, the District currently does not have an easily facilitated program or platform to collect survey data for consistent use. In order to ensure transparency and clarity, program software, mobile applications and other components will be purchased to easily facilitate surveys to support consistent data collection. Surveys will be created for students, staff, parents/families, community members, etc. in order support efforts and objectives toward improving campus and district climate.

Attendance Rate

Clint ISD's Attendance Rate was 97.46% 2020-2021. Attendance rates for 2021-2022 were held harmless for the first 4 - Six Week Periods.. The targets will be closely monitored in 2022-2023 to ensure we have over 96% attendance.

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 implemented the Nearpod SEL program to assist our students with having social emotional learning (SEL) supports. A SEL/PBIS lead teacher will be provided to each campus to support students social and emotional needs and a dedicated curriculum has been purchased to supplement the Nearpod SEL modules.

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

Clint ISD has average classload in alignment the state averages which the chart indicates.

| Class Size Information | District | State |
|------------------------|----------|-------|
| Elementary: | | |
| Kindergarten | 18.5 | 17.7 |
| Grade 1 | 19.3 | 18.0 |
| Grade 2 | 20.1 | 18.0 |
| Grade 3 | 20.1 | 18.2 |
| Grade 4 | 20.8 | 18.3 |
| Grade 5 | 20.6 | 19.8 |
| Grade 6 | 17.4 | 19.4 |
| Secondary: | | |
| English/Language Arts | 16.7 | 15.7 |
| Foreign Languages | 23.1 | 17.8 |
| Mathematics | 16.9 | 16.9 |
| Science | 18.6 | 17.9 |
| Social Studies | 19.1 | 18.3 |

During the 2022-2023 school year, all students will be learning in the school learning environment and campuses will provide supports through the I-SUPPORT program. Elementary and Middle school students who did not pass or take the STAAR exam must also have targeted interventions for all STAAR exams that they did not score at least Approached Grade Level or higher on the Spring 2022 STAAR administrations. High school students who did not meet the standards EOC exams or did not score Approaches Grade Level on the Spring 2022 STAAR exams will also be part of the targeted group. Middle School Algebra I students who did not score Approaches Grade Level will be included in this program as well. High School students who took the STAAR EOC in June 2022 and scored Approached Grade Level or higher will no longer be included in the targeted group for any EOC exams that they passed. Any EOC exam that a student did not have at least Approaches Grade Level will be required to completed accelerated instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Attendance was 97.46% target rate for the year and a focus must be to have the rate be above 97% for 2021-2022. **Root Cause:** Students attendance rates need to continue to improve.

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

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

the district continues to be a focus through the utilization of the TEKS Resource System, pacing guides, and scope and sequence. Lack of fidelity to HQIM.

Problem Statement 4: Data shows that ELL students are not exiting the Bilingual and ESL Program. **Root Cause:** Dual Language program is still being aligned Bilingual/ESL Program.

Priority Problem Statements

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

Root Cause 1: Not all students progressed during 2021-2022 caused other students to have a gap.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Special Education students, have progressed, but are still scoring below the other sub-populations.

Root Cause 2: Special education students have large gaps that continue to need to be addressed.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: The need for uniformed officers continues to be a focus at our campuses.

Root Cause 3: The potential attack from outside individuals remains a threat.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Attendance was 97.46% target rate for the year and a focus must be to have the rate be above 97% for 2021-2022.

Root Cause 4: Students attendance rates need to continue to improve.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: CTE Programs need to continue to expand to align with the community job needs.

Root Cause 5: Community needs have changed

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 94% of students who are coded LEP/ESL/Bilingual have been in US schools 3+ years.

Root Cause 6: There Bilingual and ESL Program continues to be aligned.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: 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 7: Not all students entering 4th grade are on grade level in the areas of Reading and Math.

Problem Statement 7 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals



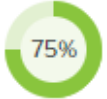













Revised/Approved: July 28, 2022

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

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

HB3 Goal

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: All K-3rd grade teachers, special education teachers, campus curriculum coaches, interventionists, librarians, and administrators will participate in the 11-month Texas Reading Academies Course. Strategy's Expected Result/Impact: Increase student performance in reading as measured by mCLASS Amplify. Staff Responsible for Monitoring: District cohort leaders, campus administrators | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: All K-3rd grade teachers will implement the adopted phonics scope and sequence to ensure consistency with implementation of a systemic and explicit phonics program. Strategy's Expected Result/Impact: Increase student performance in the area of phonics and reading improvement as measured by mCLASS Amplify. Staff Responsible for Monitoring: Campus administrators, campus curriculum coaches | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Utilize Amplify instructional strategies for interventions in order to focus on the specific needs of students at all proficiency levels. Strategy's Expected Result/Impact: Improved student performance in reading as measured by mCLASS Amplify Staff Responsible for Monitoring: Campus administrators, Interventionists, campus curriculum coaches. | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

















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

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

HB3 Goal

Evaluation Data Sources: STAAR Reports, MAP Reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Campuses will implement Guided Math into their daily schedule in order to provide targeted support to students within the school day. Strategy's Expected Result/Impact: Increase student performance in math as indicated on Dreambox data. Staff Responsible for Monitoring: Campus administrators, campus curriculum coaches, Interventionist | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Incorporate math stations such as those learned in training with Kim Sutton. Strategy's Expected Result/Impact: Increase student understanding and performance in math. Staff Responsible for Monitoring: Campus administrators, campus curriculum coaches, Interventionists | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Implement ST Math in grades K-5 to reinforce core instruction. Strategy's Expected Result/Impact: Increase overall understanding of math concepts and improve student performance. Staff Responsible for Monitoring: Campus administrators, campus curriculum coaches, Interventionists | 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.









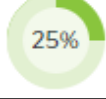
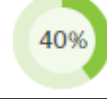
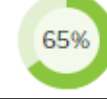





Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will increase from 71% to 95% by August 2025.

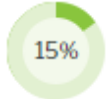







HB3 Goal

Evaluation Data Sources: CCMR Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to monitor the completion rates and adjust goal as needed.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 1: Audit all high school students to ensure they have an opportunity to have a career or college readiness activity prior to graduation and will improve annually based on the Board approved goal for the District and each campus. Strategy's Expected Result/Impact: Increase in CCMR as reflected on TEA report, Skyward Audit System Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| 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 | Formative | | | Summative |
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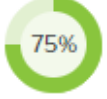





Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 4: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 25% to 60% by August 2025.

HB3 Goal

Evaluation Data Sources: CCMR Reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|--|
| Strategy 1: Provide students the opportunity to take higher level courses for college credit through various programs which include, dual credit, OnRamps, and AP credits. Strategy's Expected Result/Impact: CCMR Report increase Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Director, Counseling Director Funding Sources: DUAL CREDIT ONLINE COURSES- - 199 GENERAL FUND - \$59,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | 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.











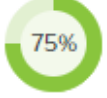

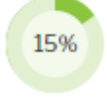


Performance Objective 5: The District will provide students opportunities to be college and career ready throughout the 2022-2023 school year.










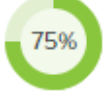
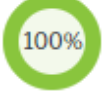
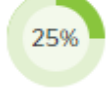
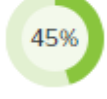


Evaluation Data Sources: Student enrollment and completion will increase in AP, DC, CTE courses as evidence on the State Accountability reports for Domain I - College, Career Military Readiness









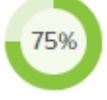





Summative Evaluation: Exceeded Objective





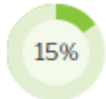







Next Year's Recommendation: CCMR rates are above state and regional average.









| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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 - \$100,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6393.31 - \$70,000, Tuition Costs - 199 GENERAL FUND - 199.11.6221.0.30 - \$150,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| 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 - 199.11.6223 - \$100,000, Professional Development/Conferences - 211 ESEA, TI A IMP - 211.13.6411, TEXT BOOKS- DUAL CREDIT - 199 GENERAL FUND - 199E116321 - \$140,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 4: The District will ensure secondary campuses offer Middle School Honors Courses and Advanced Academic courses and ensure that 5th grade students are identified for middle school courses. Strategy's Expected Result/Impact: Master schedules, Skyward Staff Responsible for Monitoring: Campuses and Instructional Services | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: The District will support middle school campuses in promoting enrollment at the Clint Early College Academy and PTECH programs at all comprehensive high schools as per the TEA BluePrint. Strategy's Expected Result/Impact: CECA and PTECH enrollment, Associate's Degree Attainment Staff Responsible for Monitoring: Campus Administration | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |

| Strategy 8 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 8: The District will promote opportunities for teachers to be trained for Middle School Honors courses, AP and Pre-AP courses. Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Campus Administration Instructional Services Funding Sources: Tuition for AP Insitutes - 199 GENERAL FUND - 199.13.6221 - \$20,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| 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 clases - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6391 - \$10,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 10 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |
| Strategy 11 Details | Reviews | | | |
| 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: Extra Duty Pay - 211 ESEA, TI A IMP - 211.11.6100, Extra Duty Pay - 199 GENERAL FUND - 199.11.6100, Credit Recovery Software - 211 ESEA, TI A IMP - 211.11.6247 - \$300,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 12 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 12: The District will provide CTE programs of study to all Clint ISD students who request them regardless of campus. New programs will be added which are aligned to job skills and job openings in the region. Strategy's Expected Result/Impact: CTE programs and career readiness skills, CTE certifications, CTE internships Staff Responsible for Monitoring: CTE Coordinator, Campus Administration, Counselors Funding Sources: CTE Resources - 199 GENERAL FUND - 199.11.6399 - \$40,000, CTE Resources - 244 VOC ED BASIC GRANT - 244.11.6399 - \$3,500 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 13 Details | Reviews | | | |
| Strategy 13: The District will promote CTE programs, certifications that can be obtained, and best industry practices for students in CTE programs. Strategy's Expected Result/Impact: CTAT membership(s) Staff Responsible for Monitoring: Campus Administration Instructional Services Funding Sources: Instructional Resources - 199 GENERAL FUND - 199.11.6495 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 14 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A | N/A |  |  |
| Strategy 15 Details | Reviews | | | |
| 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 - \$17,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 16 Details | Reviews | | | |
|---|--|--|--|--|
| 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 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, AVID MEMBERSHIP - 211 ESEA, TI A IMP - 211 E 11 6495 Q6 XXX 2 30 000 - \$66,762 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 17 Details | Reviews | | | |
| 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, Assistant SPED Director Funding Sources: Instructional Resources and Equipment - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 18 Details | Reviews | | | |
| 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 Assistant SPED Director Funding Sources: Instructional Resources - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 19 Details | | Reviews | | | |
|--|--|---|---|---|---|
| Strategy 19: The District will provide an Educate and Teach program of study to all Clint ISD students who request them regardless of campus. This program will support the Grow Your Own (GYO) initiative at the high school level. The district will ensure that the teacher attends the required conferences and has the curriculum and supplies needed to begin the program in 2022-2023. Strategy's Expected Result/Impact: District Wide Recruitment E & T assessments Staff Responsible for Monitoring: Career and Technology Coordinator; Department of Accelerated Learning Funding Sources: - 279 TCLAS ESSER III - 279.11.6399.04.004.1.30 - \$2,500 | | Formative | | | Summative |
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| <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 6: The District will utilize the ESF Framework and Effective Instructional Levers to improve student performance. Levers 4.1 High Quality Instructional Materials; 5.1 Classroom Routines & Instructional Strategies; 5.2 Culture of Coaching - Observation & Feedback; 5.3 Data-Driven Instruction; 5.4 Multi-Tiered System of Supports









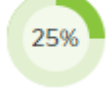



Evaluation Data Sources: All district level student performance targets will improve by 5% for all tested levels.





Summative Evaluation: Significant progress made toward meeting Objective









Next Year's Recommendation: ESF Program will continue for 2023-2024









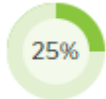
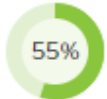


| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: The District will purchase instructional resources and materials, textbooks, instructional supplies and other supplemental resources to ensure that students and staff are aligned with district objectives and initiatives and meet all guidelines for HQIM - High Quality Instructional Materials.</p> <p>Strategy's Expected Result/Impact: Improved Formative: Benchmarks, progressing math and reading assessments, Summative performance outcomes will be indicated on STAAR, IDEL, TELPAS, RDA</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration; department directors; federal programs department</p> <p>Results Driven Accountability</p> <p>Funding Sources: ELL Resources - 263 ESEA, TIII LEP - 263.11.6399 - \$60,000, Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6321 - \$200,809, ELL Resources; Materials and instructional supplies - 199 GENERAL FUND - \$100,000, Textbooks - 437 SPECIAL REVENUE TCLAS - \$2,500, Reading Materials - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$1,400, Resources for Fine Art Programs - 199 GENERAL FUND - \$220,000, Math Resources - 211 ESEA, TI A IMP - \$5,436</p> | Formative | | | Summative |
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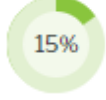

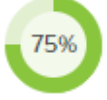





| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: The District will adopt and/or purchase High Quality Instructional Materials that aligns to the curriculum and supports district initiatives in Math, Science, Social Studies, Writing, ELAR, PBL, GT, and Dyslexia and supports all students. The district will purchase language program booklets for campuses in need to support students with dyslexia.</p> <p>Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, purchase orders, instructional material allotment (IMA) artifacts, new adoption artifacts, Amplify mClass for Reading universal screener, Dyslexia Reading screener, TCM Digital Texts Passages, FPC Literacy Kits, library inventories, activity reporting forms, Family Nights, Science adoption to teach TEKS, Robotics competition, Science Fair competition, student participation and involvement, New Teacher Center supplies.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches, Teachers</p> <p>Results Driven Accountability</p> <p>Funding Sources: Instructional Resources and Software - 211 ESEA, TI A IMP - \$86,929, Instructional Resources and Textbooks - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6321 - \$30,000, ELL Resources - 263 ESEA, TIII LEP - 263.11.6399 - \$25,000, Teacher and Principal Resources - 255 ESEA, TIIA,TPTR - 255.13. - \$5,000, INSTRUCTIONAL SERVICES AND SOFTWARE - 199 GENERAL FUND - \$157,449, Instructional Resources - 281 TITLE IV, PART A SSAEP - 281.11.6399 - \$35,000, Instructional Resources - 282 ESSER III - \$189,931, SOFTWARE - 211 ESEA, TI A IMP - \$23,958, INSTRUCTIONAL MATERIALS AND SUPPLIES - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$50,000, SEL-SUPPLIES - 282 ESSER III - \$1,000, SOFTWARE - - 199 GENERAL FUND - 199 - \$9,350, SOFTWARE- - 255 ESEA, TIIA,TPTR - \$35,000, SOFTWARE - 410 STATE INSTRUCTIONAL MATERIALS - IMA - \$7,655, ELL RESOURCES - 263 ESEA, TIII LEP - 263.11.6329 - \$25,000, BASIC SCHOOL SUPPLIES FOR STUDENTS - 282 ESSER III - \$447,000, IMA TECHNOLOGY APPLICATIONS - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6247 - \$11,000, TECHNOLOGY EQUIPMENT FOR STAFF - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$80,000, DYSPLEXIA SERVICES AND SUPPLIES - 439 TEXAS READING INITIATIVE - DSYLEXIA GRANT - \$5,500</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The District and campus administration will ensure utilization of the TEKS Resource System (TRS), Eureka/ Carnegie Scope and Sequence. and approved Instructional Pacing guides for the four core content areas.</p> <p>Strategy's Expected Result/Impact: Curriculum based assessments, common assessments, Istation, DRA, STAAR and TELPAS results</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Staff, Campus Administration, Curriculum Coaches</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development as needed - 211 ESEA, TI A IMP - 211.11.6247, AVID - 211 ESEA, TI A IMP - 211.11.6495 - \$66,762</p> | Formative | | | Summative |
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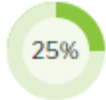



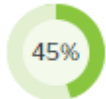

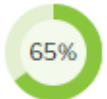





| Strategy 4 Details | Reviews | | | |
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| Strategy 4: The District will provide ongoing training the ESF Levers to focus on 4.1 HQIM, 5.1 Routines Instructional and Strategies, and 5.3 Data Driven Instruction. Strategy's Expected Result/Impact: Formative: Benchmarks, math and reading assessments, Summative : STAAR, IDEL, TELPAS, RDA Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Results Driven Accountability | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: The District instructional coordinators will monitor the use of pacing guides scope and sequence and PLC's to ensure rigor required for instruction in all content areas. Strategy's Expected Result/Impact: Training dates, sign-in sheets, classroom observations, agendas, artifacts: student work Staff Responsible for Monitoring: Curriculum and Instruction Staff Funding Sources: KickUp - 199 GENERAL FUND - \$2,000 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Purchase technology devices, software, supplemental curriculum programs, supplemental materials and supplies for hired personnel to support targeted learning loss under the District's ESSER plan. Strategy's Expected Result/Impact: Improved student outcomes; targeted support in the areas of social/emotional instruction; smaller group intervention at the campus level Staff Responsible for Monitoring: Counseling department, Instructional Services, Technology department, Federal Programs, Business Services department Funding Sources: Resources for Staff - 282 ESSER III - 6383 - \$55,000, TECHNOLOGY RENEWAL - 199 GENERAL FUND - 199E.11.6247 - \$1,500, - 485 LOCALLY FUNDED SPECIAL REVENUE - HEALTHY KIDS - 485 E - \$1,500 | Formative | | | Summative |
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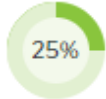







| Strategy 7 Details | Reviews | | | |
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| <p>Strategy 7: The District will enhance student higher level thinking processes by providing a Robotics and CTE program provide via transportation, meals, supplies and materials, competition fees for the program, and technology resources to include laptops and the purchase of robots for Elementary and drones for HS and MS. This equipment will support STEM education in Clint ISD.</p> <p>Strategy's Expected Result/Impact: Student competition results</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction, Instructional Technology Coordinators, Career and Technology Education Coordinator</p> <p>Funding Sources: Entry Fees & Transportation - 281 TITLE IV, PART A SSAEP - 281.11.6410.RB.XXX.2.30.000 - \$22,475, Technology Resources - 281 TITLE IV, PART A SSAEP - \$43,000, Robotics Meals - 281 TITLE IV, PART A SSAEP - \$500, Robots - 281 TITLE IV, PART A SSAEP - 281.11.6399.RB.xxx - \$70,000, TCEA State Competition Registration/Lodging - 281 TITLE IV, PART A SSAEP - 281.11.6410.RB.851 - \$3,700, TCEA State Competition Transportation - 281 TITLE IV, PART A SSAEP - 281.11.6494.RB.851 - \$3,200, TCEA State Competition Meals - 281 TITLE IV, PART A SSAEP - 281.11.6412.RB.851 - \$1,345, Technology Resources/Laptops - 281 TITLE IV, PART A SSAEP - 281.11.6383.RB.XXX - \$4,000, VEX Robotics World Championship Registration/Airfare/Lodging - 281 TITLE IV, PART A SSAEP - 281.11.6410.RB.xxx - \$6,500, VEX Robotics World Championship Transportation - 281 TITLE IV, PART A SSAEP - 281.11.6494.RB.xxx - \$1,545, VEX Robotics World Championship Meals - 281 TITLE IV, PART A SSAEP - 281.11.6412.RB.xxx - \$770, Robotic Supplies & Materials - 281 TITLE IV, PART A SSAEP - 281.11.6399.RB.XXX - \$70,000, Robotic Equipment and Materials - 211 ESEA, TI A IMP - 211.E11.6391.RB.xxx. - \$11,000, CTE Transportation and Fees - 199 GENERAL FUND - \$1,000, Science Fair Competition Fees - 199 GENERAL FUND - \$10,000</p> | Formative | | | Summative |
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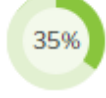






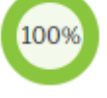
| Strategy 8 Details | Reviews | | | |
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| <p>Strategy 8: The District will provide funding for supplemental technology equipment, audio visual equipment, furniture, learning software, and consumable instructional materials and resources, for supplemental instructional environments such as Makerspaces at campuses, as well as district office personnel, which align with District initiatives.</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks, reading assessments, Math, Reading, and other core content software, Summative : STAAR, IDEL, TELPAS, RDA, 21st Century, Family Engagment.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction & Campus Administration</p> <p>Funding Sources: Technology Resources/Software - 211 ESEA, TI A IMP - \$50,000, Technology Resources/Software - 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, Technology Resources - 272 MEDICAID ADMINISTRATIVE CLAIMING PROGRAM - \$265,000, Technology Resources-Laptops - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$15,000, TEKS RESOURCE SYSTEM - 211 ESEA, TI A IMP - 211E116247t6XXX230000 - \$81,777, TECH EQUIPMENT/PANELS - 282 ESSER III - \$20,000, TECHNOLOGY EQUIP-LAPTOPS - 199 GENERAL FUND - \$2,300, Activities to support effective use of technology - 281 TITLE IV, PART A SSAEP - General Supplies - \$700, TECHNOLOGY EQUIPMENT-LAPTOP - 264 COMMUNITY SERVICE GRANT PROGRAM - 264.21.6383.00.805.1.24.D11 - \$1,400, TECHNOLOGY EQUIPMENT/PRINTERS/LAPTOPS - 279 TCLAS ESSER III - \$34,450, AUDIO VISUAL - 264 COMMUNITY SERVICE GRANT PROGRAM - 264.21.6390.00.805.1.24.D11 - \$60, AUDIO VISUAL - 279 TCLAS ESSER III - 279.21.6390.00.805.1.24.000 - \$200 , TECHNOLOGY RESOURCES/SOFTWARE - 437 SPECIAL REVENUE TCLAS - \$0</p> | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: The District will provide a Intersession program which includes summer resources , accelerated instruction and supports. Content will be offered in the following: LitCamp (Reading Program), Math, Reading, End of Course Remediation and other identified core subject areas.</p> <p>Strategy's Expected Result/Impact: Student Progress Reports Attendance Sheets Employee Timesheet Program Timeline/Schedule</p> <p>Staff Responsible for Monitoring: Federal Programs Director Elementary/Secondary Curriculum and Instruction Department Assistant Superintendents Chief Financial Officer Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Extra-duty pay for summer school during the summer months. - 211 ESEA, TI A IMP - 211.E11.6117.00.699.0.24 - \$400,000, Supplemental supplies for summer school programs. - 211 ESEA, TI A IMP - 211.E11.6399.00.699.0.24 - \$85,000, Extra Duty Pay - 282 ESSER III - 282.E11.6117.00.xxx.0.24 - \$50,000</p> | Formative | | | Summative |
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



| Strategy 10 Details | Reviews | | | |
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| Strategy 10: The District will provide extra duty pay for planning, material and resources, and other supports for interventions during the 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 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, Intersession Resources - 282 ESSER III, Extra Duty Pay - 447 STATE FUNDED - AUTISM GRANT - \$25,000 | Formative | | | Summative |
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| Strategy 11 Details | Reviews | | | |
| Strategy 11: 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 | Formative | | | Summative |
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| Strategy 12 Details | Reviews | | | |
| Strategy 12: The District will provide 21st Century after-school programming via the After-school Centers on Education (ACE) program. Middle schools will focus on STEM, reading, writing, math and other academic areas. Supplies and other equipment, to include audio and visual, laptops, I-Pads, and other technology resources will be purchased to facilitate programming at each of the centers. Field trip opportunities will also be provided for participating students. Field trip expenses such as fees, transportation, required meals, and other related costs will also be funded through this grant program. Administration travel, trainings, and conferences. Strategy's Expected Result/Impact: Field trips and other engagement opportunities will be provided to students. Increased academic student growth. Staff Responsible for Monitoring: 21st Century Grant Coordinator, campus coordinators, administration Funding Sources: Program Resources - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$300,000, Field Trip Expenses - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$20,000, Technology Resources - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$10,000, General Supplies - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$162,000, Audio/Visual - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$5,000, Administrative Travel/Trng/Conferences - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$10,000, Extra Duty - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$8,000, FURNITURE / EQUIPMENT - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$2,000 | Formative | | | Summative |
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| Strategy 13 Details | Reviews | | | |
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| Strategy 13: The District will provide vision services, which may include glasses, to eligible students children in schoolwide campuses who are not insured. Strategy's Expected Result/Impact: Increased classroom participation; Support of students needs; Removing of barrier to meet state standards Staff Responsible for Monitoring: Campus nurses; Title I Clerk; Director of Federal Programs; Funding Sources: Vision services for children in schoolwide campuses. - 211 ESEA, TI A IMP - 211 PIC 24 - \$1,000 | Formative | | | Summative |
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| Strategy 14 Details | Reviews | | | |
| Strategy 14: 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 Funding Sources: Equipment - 199 GENERAL FUND | Formative | | | Summative |
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| Strategy 15 Details | Reviews | | | |
| Strategy 15: The District will provide Pregnancy Related Services (PRS) to support students while receiving homebound or in school services. Strategy's Expected Result/Impact: Sign In Sheets Appointment Calendar Consent Forms Phone and Contact Logs Student Progress Reports Other (Physician Notes) Purchase Orders/Invoices Staff Responsible for Monitoring: Federal Programs Director PRS Itinerary Teacher Funding Sources: Supplemental supplies associated with Pregnancy Related Services (PRS) - 199 GENERAL FUND - 199 E 11 6399 F5 802 0 24 - \$1,000, Furniture Costs associated with Pregnancy Related Services (PRS) - 199 GENERAL FUND - 199 E 11 6412 F5 802 0 24 - \$150 | Formative | | | Summative |
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| Strategy 16 Details | Reviews | | | |
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| 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 Funding Sources: Contracted online services - 255 ESEA, TIIA,TPTR - \$4,000 | Formative | | | Summative |
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| Strategy 17 Details | Reviews | | | |
| Strategy 17: The District will implement the NWEA Map program to evaluate student skill and content knowledge in all core and other content subjects across all grade levels; and for Biology, Algebra I, English I and English II. Strategy's Expected Result/Impact: Improved content knowledge and skill set Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration Results Driven Accountability Funding Sources: Online Evaluation Software - 211 ESEA, TI A IMP - \$85,000, Online Evaluation Software - 282 ESSER III - \$88,125 | Formative | | | Summative |
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| Strategy 18 Details | Reviews | | | |
| 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 Funding Sources: Contracted Services - 211 ESEA, TI A IMP - \$46,000, Software - 282 ESSER III - \$47,651 | Formative | | | Summative |
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| Strategy 19 Details | Reviews | | | |
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| 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: Contracted Services - 211 ESEA, TI A IMP - \$46,000, NWEA MAP - 282 ESSER III - 282.11.6247 - \$90,000 | Formative | | | Summative |
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| Strategy 20 Details | Reviews | | | |
| Strategy 20: Provide Intervention Support (Intervention Teacher) for each campus to ensure that the I-SUPPORT plan is being implemented. To include district wide staff development and training. Strategy's Expected Result/Impact: STAAR Scores, District Assessment show a pattern of improvement. Staff Responsible for Monitoring: Campus Administration, Assistant Superintendents of Elementary and Secondary Funding Sources: Salaries for Intervention Teachers - 282 ESSER III - 282.11.6119 - \$910,000, INTERVENTION TRAINING PD SERIES - 255 ESEA, TIIA, TPTR - \$25,000 | Formative | | | Summative |
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| Strategy 21 Details | Reviews | | | |
| Strategy 21: 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 Funding Sources: FRONTLINE EDUCATION - 199 GENERAL FUND - \$10,000 | Formative | | | Summative |
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| Strategy 22 Details | Reviews | | | |
| Strategy 22: The District will provide accelerated instruction for students to allow them to gain, recover, acquire and/or verify credits through the use of non-traditional means. Interventions will include: Fall Intersessions, Spring Intersessions, Summer Intersessions and during the school year supports. Strategy's Expected Result/Impact: Completion rate, graduation rate ALC passing rates Intersession student rosters Student improvement data Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration, Counselors Funding Sources: Extra Duty Pay for Tutoring (October & March) - 211 ESEA, TI A IMP - 211 E 11 6117 00 802 0 24, Extra Duty Pay and Resources - 199 GENERAL FUND | Formative | | | Summative |
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| Strategy 23 Details | Reviews | | | |
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| Strategy 23: 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 Results Driven Accountability Funding Sources: - 199 GENERAL FUND | Formative | | | Summative |
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| Strategy 24 Details | Reviews | | | |
| Strategy 24: 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 Results Driven Accountability | Formative | | | Summative |
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| Strategy 25 Details | Reviews | | | |
| Strategy 25: 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 | Formative | | | Summative |
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| Strategy 26 Details | Reviews | | | |
| Strategy 26: 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, Summmative : STAAR, IDEL, TELPAS RDA Staff Responsible for Monitoring: Curriculum and Instruction, Campus Administration, Mentor Coordinators Funding Sources: Mentor Teacher Coordinator Salaries - 255 ESEA, THIA, TPTR - \$210,000 | Formative | | | Summative |
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| Strategy 27 Details | Reviews | | | |
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| Strategy 27: The District will pay tuition and/or travel for students whose main mode of communicating in sign language to attend RDSPD in EPISD and attend the Texas School for the Blind and Visually Impaired School in Austin. Strategy's Expected Result/Impact: Students will learn sign language as their mode of communication Staff Responsible for Monitoring: SPED Director, Assistant SPED Director's, Itinerant Teacher for deaf students Funding Sources: Tuition for Students - 199 GENERAL FUND - \$3,000 | Formative | | | Summative |
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| Strategy 28 Details | Reviews | | | |
| Strategy 28: The District will provide students with visual impairments learning opportunities to gain independent living skills during the summer enrichment program camp sponsored by Region 19. Travel and Subsistence is provided by the Special Education Department to include all materials and resources. Strategy's Expected Result/Impact: The students will learn living skills that they will use the following school year Staff Responsible for Monitoring: SPED Director, Assistant Director's, Visually Impaired Teachers Funding Sources: Event supplies/materials, travel and subsistence - 199 GENERAL FUND - \$3,500 | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

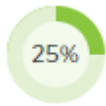
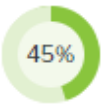






Goal 1: The District will be a model of high standards for student academic excellence.










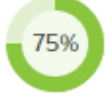


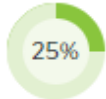



Performance Objective 7: District and campus staff will participate in professional learning opportunities throughout the 2022-2023 school year to implement the ESF process uniformly across the district.













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

















Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The ESF Process will continue for 2023-2024

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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 Staff Responsible for Monitoring: Curriculum and Instruction Campus Administration Curriculum Coaches District Level Personnel Funding Sources: Professional Development - 211 ESEA, TI A IMP - \$55,000, Professional Development - 199 GENERAL FUND - \$5,500, Professional Development and Resources - 255 ESEA, THIA,TPTR - \$38,500, Professional Development and Resources - 263 ESEA, THII LEP, Professional Development and Resources - 244 VOC ED BASIC GRANT, Professional Development- Mapping - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$74,000, NEW TEACHER CENTER - 282 ESSER III - 282 - \$12,500, Professional Development and Resources - 281 TITLE IV, PART A SSAEP - \$6,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 - \$1,425 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| 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 - \$7,500, Materials and Supplies - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| 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: Instructional Resources - 211 ESEA, TI A IMP - \$25,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| 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 - 19.13.6411.24/37 - \$3,500, Professional Development - 211 ESEA, TI A IMP - \$5,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: The District will provide opportunities for staff to attend or (via virtual), professional development with the intent to bring strategies back to district personnel. Strategy's Expected Result/Impact: Training dates, certificates of completion, agendas Staff Responsible for Monitoring: Assistant Superintendents of C & I Funding Sources: Travel for Professional Development - 211 ESEA, TI A IMP - \$2,000, Travel for Professional Development - 244 VOC ED BASIC GRANT, Travel for Professional Development - 263 ESEA, TIII LEP, Travel for Professional Development - 255 ESEA, TIIA, TPTR - \$7,200, Travel for Professional Development - 199 GENERAL FUND - 199 - \$16,000, Travel for Professional Development - 282 ESSER III - \$5,000, Travel for Professional Development - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$10,000, Professional Development Via Virtual Sessions - 263 ESEA, TIII LEP - \$35,000, Travel for Professional Development - 199 GENERAL FUND - 199.31 - \$4,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 7 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 7: District personnel will attend Assistant principal academies/conferences to learn more about instructional leadership, budget and finance, and professional ethics. Strategy's Expected Result/Impact: Formative:New Teacher retention rates, surveys, Benchmarks, reading assessments, Online Literacy Assessments Summative : STAAR, 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: District staff will provide/attend professional development in the following areas to enhance instruction district-wide: Math, Science, Social Studies, ELA/Reading and Writing, Reading Academies, ELA strategies for ELL's, AVID, PBIS and Project Based Learning (PBL). ESL Supplemental Exam Preparation. Hospitality services and snacks are needed in order to fulfill the intent and purpose of the program goals and requirements. 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, Resources and Extra Duty - 199 GENERAL FUND - \$32,500, Professional Development and Resources - 211 ESEA, TI A IMP - \$19,500, Professional Development and Resources - 263 ESEA, TIII LEP - \$10,000, Professional Development and Resources - 255 ESEA, TIIA,TPTR - \$17,700, Professional Development and Resources - 437 SPECIAL REVENUE TCLAS - \$70,675, Professional Development Hospitality for Staff - 211 ESEA, TI A IMP - \$765 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| Strategy 9: The District will provide professional development in the components of the district instructional frameworks. Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans, walkthroughs, student work Staff Responsible for Monitoring: Elementary Instructional Coordinators Funding Sources: Professional Development - 211 ESEA, TI A IMP - 211.13.6218.00.805.2.24 - \$13,000 | Formative | | | Summative |
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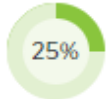
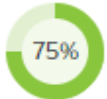






| Strategy 10 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 10: The District will provide training and coaching on approved online tools and resources including Google to support teachers with the one-to-one initiative. Strategy's Expected Result/Impact: FORMATIVE: Teacher sign-ins and logs, pre & post tests, CBAs SUMMATIVE: STAAR scores, Staff Responsible for Monitoring: Assistant Superintendents of Curriculum and Instruction, Instructional and Technology Coordinators Funding Sources: Technology Resources - 211 ESEA, TI A IMP, Technology Resources - 410 STATE INSTRUCTIONAL MATERIALS - IMA | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 11 Details | Reviews | | | |
| Strategy 11: 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 Funding Sources: Contracted Services and materials - 255 ESEA, TIIA,TPTR - \$85,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 12 Details | Reviews | | | |
| Strategy 12: The District will provide supplemental evidence-based professional development opportunities, materials and supplies to teachers, paraprofessionals, nurses, counselors, coaches, etc., on district health, wellness and safety initiatives in order to be integrated into school and athletic programs. Strategy's Expected Result/Impact: Improved academic outcomes for students Improved staff capacity to support students Staff Responsible for Monitoring: Director of Athletics Assistant Superintendent of Elementary and Secondary Instruction Director of Federal Programs Campus Administration Funding Sources: Professional Development, Supplies - 281 TITLE IV, PART A SSAEP - \$6,000, Supplemental resources and materials - 281 TITLE IV, PART A SSAEP - \$35,000 | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |





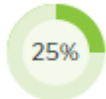







Goal 1: The District will be a model of high standards for student academic excellence.



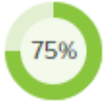



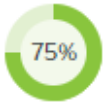







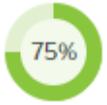

Performance Objective 8: The District will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among student groups (ELLs and Special Education) by the end of the 2022-2023 school year.












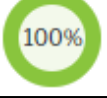
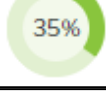
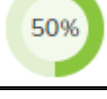
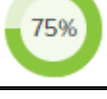
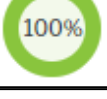

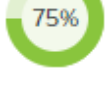
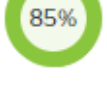

Evaluation Data Sources: Student performance will be measured by STAAR assessments, TELPAS, College Readiness Exams and will decrease the performance gap by at least 3%.













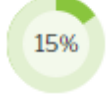



Summative Evaluation: Significant progress made toward meeting Objective

















| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| Strategy 1: The District will provide as well as monitor the implementation of the Bilingual Dual Language Program, while providing resources, training, supplies, snacks for any training and PD that might accompany the implementation of the program. As well as provide resources and supplies to parents and the community during engagement sessions and events from the Bilingual 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 Funding Sources: Instructional Resources - 211 ESEA, TI A IMP, ELL Instructional Resources - 263 ESEA, TIII LEP - \$28,000, Instructional Resources - 199 GENERAL FUND - \$5,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: The District will implement a program, software or site license for elementary and secondary ELL students which it provides English Language Development strategies for teachers. Funding Sources: ELL Materials - 263 ESEA, TIII LEP - \$240,000, Emergent Bilingual Students- Instructional Resources, Software or License Renewals - 199 GENERAL FUND - \$50,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 3: The District will train, support, monitor and provide planning time, pacings, for the implementation of the English Language Proficiency Standards (ELPS), Sheltered Instruction, SIOP Strategies, as well as certification preparation strategies trainings, 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 Funding Sources: ELL Resources - 263 ESEA, TIII LEP - \$30,000, Instructional Resources - 199 GENERAL FUND - \$5,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: The District will develop, train, and coordinate the Language Acquisition Institute for incoming Kindergarten and First grade students in need of linguistic support - during intersession and summer school, as well as to provide nutritional snacks for students during this time. Strategy's Expected Result/Impact: Lesson plans, sign-in-sheets, student attendance rosters, progress monitoring sheets. Increase in language proficiency for each student by domain in TELPAS scores and OLPT scores. Increase in federal accountability systems. Staff Responsible for Monitoring: Director of Bilingual Funding Sources: Extra Duty Pay/ Resources - 211 ESEA, TI A IMP, Extra Duty Pay/General Supplies - 199 GENERAL FUND, ELL Resources - 263 ESEA, TIII LEP - \$5,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: The District will provide scientifically research-based supplemental resources, software, equipment and materials, as well as supplies for teachers and staff, for instruction and/or intervention for 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 Funding Sources: Instrtuctional Resources for ELL - 211 ESEA, TI A IMP, Instrtuctional Resources for ELL - 199 GENERAL FUND - \$5,000, Instrtuctional Resources for ELL - 263 ESEA, TIII LEP - \$50,000, RESOURCES-FIELD GUIDES - 255 ESEA, TIIA,TPTR - \$5,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 6 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 6: The District will provide Pre K-12 educational/informational sessions for parents/guardians, and families of ELL students. Will provide supplies, technology equipment/supplies, translators, decorations, and snacks to parent(s)/family engagement sessions. Strategy's Expected Result/Impact: Sign-in-sheets, agendas, training materials and resources and lesson plans. Staff Responsible for Monitoring: Coordinators of Bilingual/ESL Campus Administrator Bilingual Parent Liaison Funding Sources: General Supplies - 199 GENERAL FUND, ELL Resources - 263 ESEA, TIII LEP - \$100,000, Instructional Resources - 211 ESEA, TI A IMP | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: The District will provide training for all LPAC Administrators, secondary counselors and diagnosticians at the beginning (identification and placement), middle (testing decisions), end of year (exiting), and monthly to disseminate information and updates Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, training materials, oaths Staff Responsible for Monitoring: Coordinators of Bilingual/ESL, LPAC Administrators Funding Sources: LPAC Materials - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: The District will ensure LPAC administrators are providing LPAC training for their staff at the beginning of the year. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, training materials, oaths Staff Responsible for Monitoring: Coordinators of Bilingual/ESL, LPAC Administrators | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| Strategy 9: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 10 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 10: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 11 Details | Reviews | | | |
| Strategy 11: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 12 Details | Reviews | | | |
| Strategy 12: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 13 Details | Reviews | | | |
| Strategy 13: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 14 Details | Reviews | | | |
| Strategy 14: 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 Funding Sources: Instructional Resources - 211 ESEA, TI A IMP - 211.11.6399.00.xxx.5.24 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 15 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 15: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 16 Details | Reviews | | | |
| Strategy 16: The District will provide materials, resources, textbooks, funds for travel, and other needed or supplemental instructional supplies to personnel in order to make classroom instruction accessible to students receiving special education services; This includes but is not limited to, standard and specialized classroom furniture, storage equipment, rugs, sensory supported items, etc. Strategy's Expected Result/Impact: Improved student/teacher interactions and instructional engagement; Improved sensory supports in classrooms; Accommodated learning areas in specialized learning classrooms; Purchase Requisitions, Classroom Observations Staff Responsible for Monitoring: SPED Director, Assistant SPED Director, Curriculum and Instruction Funding Sources: Instructional Resources for staff & Classrooms - 199 GENERAL FUND - \$85,000, Instructional Resources for staff & classrooms - 199 GENERAL FUND - \$125,000, Supplemental materials & supplies - 285 IDEA-B PRESCHOOL ARP - \$6,000, Instructional supplemental materials, resources & supplies - 447 STATE FUNDED - AUTISM GRANT - \$10,000, Transportation for 7 on 7 Football game - 199 GENERAL FUND - \$500 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 17 Details | Reviews | | | |
| Strategy 17: The District will provide outside agency medical services to students as per ARD. Strategy's Expected Result/Impact: Purchase Requisitions, Medical Evaluations Staff Responsible for Monitoring: SPED Director, Assistant SPED Director Funding Sources: Contracted Services - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 18 Details | Reviews | | | |
| Strategy 18: Students receiving special education will participate in the a range of activities that will keep them mottivated 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 Funding Sources: Event equipment, event supplies/materials, travel and subsistence - 199 GENERAL FUND, Transportation 7 on 7 Football - 199 GENERAL FUND - \$500 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 19 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 19: The Special Education Department will purchase technology equipment and/or software for SPED Staff to complete evaluations to determine eligibility and to provide services as per ARD. Strategy's Expected Result/Impact: Completion of evaluations Staff Responsible for Monitoring: SPED Director, Assistant SPED Director's Funding Sources: Resources for staff - 199 GENERAL FUND - \$71,322, Resources for staff - 447 STATE FUNDED - AUTISM GRANT - \$3,517.38 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 20 Details | Reviews | | | |
| Strategy 20: The Special Education Department will hire contracted service personnel to complete evaluations and to provide parents with an Independent Educational Evaluation when requested through ARD. Strategy's Expected Result/Impact: Completion of evaluations Staff Responsible for Monitoring: SPED Director, Assistant SPED Director Funding Sources: Contracted Services - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 21 Details | Reviews | | | |
| 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: SPED Director, SPED Assistant Director's Funding Sources: Resources for staff - 199 GENERAL FUND | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |







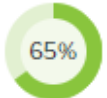

Goal 1: The District will be a model of high standards for student academic excellence.





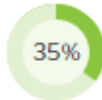



Performance Objective 9: The District will continue to expand the use of the 1:1 device program to continue promoting 21st Century learning environments for of all Clint ISD students.









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

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: The District will provide all students with a device, to include broadband service and equipment, to equip them with 21st century skills through the availability of a device assigned for each student.</p> <p>Strategy's Expected Result/Impact: Computer usage logs Lesson plans showing usage and engaging curriculum Instructional technology trainings</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Campus Administration Instructional Technology Coordinators</p> <p>Funding Sources: Technology Equipment, Software - 410 STATE INSTRUCTIONAL MATERIALS - IMA, Technology Equipment, Software - 199 GENERAL FUND - \$700,000, Technology Equipment, Software - 201 TITLE I SIP, Technology Equipment, Software - 211 ESEA, TI A IMP - \$115,000, - 272 MEDICAID ADMINISTRATIVE CLAIMING PROGRAM - \$210,000, Hotspots and Broadband Service for Students - 199 GENERAL FUND - 189.E11.6299.00.851.0.30.F22F - \$568,358, ECF CHROMEBOOK LAPTOPS - 199 GENERAL FUND - 199 E 11 6382 00 851 0 30 ECF - \$829,931.07, T-Mobile Services - 199 GENERAL FUND - 199 E 11 6299 99 851 0 30 000 - \$56,000, Technology Resources/Playlu Audio/Visual Equipment - 199 GENERAL FUND - 189.E11.6390.00.851.0.30.F22 - \$131,000, Technology Installation/Playlu - 199 GENERAL FUND - 189.E11.6299.00.851.0.30.F22 - \$28,000, Technology BusWifi Equip - 199 GENERAL FUND - 199.E11.6399.00.851030.ECF - \$18,900, Laptop for CECA - 282 ESSER III - 282.E11.6383.00.009.1.30.000 - \$578,827, Technology Resources/Playlu Materials & Equipment - 199 GENERAL FUND - 189.E11.6391.00.851.30.F22 - \$25,000, BUS WIFI AND HOTSPOTS - 291 SPECIAL REVENUE EMERGENCY CONNECTIVITY FUND - \$350,000, - 282 ESSER III - 282.E11.6299.00.851.1.30SEL - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 2 Details | Reviews | | | |
|---|--|--|--|--|
| Strategy 2: Provide technology training to District staff in a variety of areas to include but not limited to: *Skyward / Attendance and Gradebook *Lesson Planning / Eduphoria *Interactive Flat Panels / ILEARN *Data Disaggregation / Google Workspace Google Sheets *Online instructional technology tools - such as Nearpod, Classkick, Peardeck, Screencastify, Lucid for Edu *Google Workspace for Education *Google Meet & Google Classroom Integration *Remote learning *Office 365 Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Instructional Technology Website Meeting agendas, purchase orders, activity reporting forms, student participation and involvement Staff Responsible for Monitoring: Chief Technology Officer 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide support to campuses through the Instructional Technology Support Coordinators to assist Campus Technology Coaches and Librarians with integrating technology in the classroom. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-through New teacher technology intake Instructional technology trainings Quarterly meetings with campus principals Staff Responsible for Monitoring: Instructional Services Campus Administration Instructional Technology Coordinators Funding Sources: Instructional Technology Coordinators Salaries - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.11.6119 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 4: Provide training opportunities for district staff to attend conferences and other technology related workshops to include: *TCEA - TCEA Annual Conference - Elementary Technology Conference - Campus Technology Specialist *ISTE *FETC *SxSW Edu *Other EdTech conferences virtual and in person Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Staff Responsible for Monitoring: Chief Technology Officer, Campus Administration, Instructional Technology Coordinators Funding Sources: Travel for Conferences/Professional Development - 211 ESEA, TI A IMP, Coordinator Training - 199 GENERAL FUND - \$1,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Provide training opportunities for Technology for District staff on ways to integrate technology. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website Staff Responsible for Monitoring: Chief Technology Officer, Campus Administration, Instructional Technology Coordinators Funding Sources: Travel for Professional Development - 199 GENERAL FUND - 199.21.6411.00.803.0.99 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 6: Provide teachers with resources and furniture to create 21st Century learning environments for all students in the District. Provide teachers with instructional technology resources such as software, hardware, audio/visual equipment, materials and installation to include PlayLu, engaging curriculum based educational activities; Pear Deck which is an interactive presentation tool used to actively engage students in individual and social learning; Nearpod software will engage students in lessons, videos, formative assessments, and gamified learning. Classkick will help teacher create and share assignments, monitor students, and give feedback as well. Screencastify is a simple video creation software to record, edit, share videos, and create video assignments. Adobe Creative Cloud provides apps, web services, and resources for creative projects, photography, graphic design, video editing, UX design, drawing and painting, social media, and more. Amplified IT provides lab development tools to manage and support the Google for Education environment.</p> <p>Strategy's Expected Result/Impact: Student Reports Classroom Inventory Purchase Requisitions Classroom Observations Technology Resources</p> <p>Staff Responsible for Monitoring: Instructional Services, Technology Department</p> <p>Funding Sources: Technology Equipment - 410 STATE INSTRUCTIONAL MATERIALS - IMA, Technology Equipment - 211 ESEA, TI A IMP - 211.11.6390.00.XXX.9.30, Technology Software, Classroom Furniture - 199 GENERAL FUND - \$702,000, Technology Pear Deck Software - 199 GENERAL FUND - 199.11.6247.PR.XXX.0.30. - \$27,100, Technology NearPod Software - 199 GENERAL FUND - 199.11.6247.NP.xxx.0.30 - \$76,300, Technology Classkick Software - 199 GENERAL FUND - 199.11.6247.CK.xxx.0.30 - \$29,400, Technology Screencastify Software - 199 GENERAL FUND - 199.11.6247.SC.xxx.0.30 - \$13,300, Technology Playlu Audio/Visual Equipment / PA & Speaker Equip - 199 GENERAL FUND - 189.11.6390.00.851.0.30.F22 - \$131,000, Technology Playlu Installation - 199 GENERAL FUND - 189.11.6299.00.851.0.30.F22 - \$28,000, Technology Materials - 199 GENERAL FUND - 189.11.6391.00.851.0.30.F22 - \$10,000, Playlu Relocation & Installation - 199 GENERAL FUND - 199.E11.6299.99.851.0.30.000 - \$11,400, Technology Resources for Calming & Sensory Rooms - 282 ESSER III - 282.E11.6391.00.851.1.24.SEL - \$3,000, Technology Adobe Creative Cloud Software - 199 GENERAL FUND - 199E11.6247.00.851.0.30 - \$12,250, Technology Amplified IT Software - 282 ESSER III - 282E11629900851199 - \$7,117.47, Technology Google Workspace Software - 282 ESSER III - 282E11624700851199 - \$44,200, Technology- ILEARN - 199 GENERAL FUND - \$12,000, Technology- FrontRow - 440 SILENT PANIC ALERT GRANT - \$27,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |









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

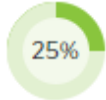















Performance Objective 10: The District will consistently monitor how technology is integrated into the mainstream curriculum to support the improvement of scores on the STAAR exams across all tested areas for 2022- 2023.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 1: The District will fund the Instructional Technology Support Coordinators to assist Campus Technology Coaches and Librarians with training and integration of technology resources and support for teachers 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 trainings and meetings Staff Responsible for Monitoring: Campus Administration Instructional Technology Coordinators Funding Sources: Instructional Technology Staff Salaries - 410 STATE INSTRUCTIONAL MATERIALS - IMA - 410.13.6119 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 Instructional Technology Website Staff Responsible for Monitoring: Campus Administration, Instructional Technology Coordinators Funding Sources: Extra Duty Pay, Contracted Services - 211 ESEA, TI A IMP - 211.13.6117.00.803.5.30, Region 19 Sessions - 211 ESEA, TI A IMP - 211.21.6239.00.803.5.30 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 3: Provide training opportunities for Technology for District staff on ways to integrate technology. Strategy's Expected Result/Impact: Training logs Sign-in sheets Classroom walk-throughs Help desk tickets Instructional technology website Staff Responsible for Monitoring: Campus Administration, Instructional Technology Coordinators Funding Sources: Travel for Professional Development - 199 GENERAL FUND - 199.21.6411.00.803.0.99 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: The District will create and enhance online resources for teachers in the classroom. Strategy's Expected Result/Impact: Online Resources Instructional Technology Website and Google Shared Drives Staff Responsible for Monitoring: Instructional Technology Support Coordinators Executive Director of Technology | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Provide specialized assistive technology as determined by the Assistive Technology Team to students receiving SPED services when necessary to make classroom instruction more accessible. Strategy's Expected Result/Impact: Purchase Requisitions Student performance on assessments Staff Responsible for Monitoring: SPED Director, Assistant SPED Director Funding Sources: Student Assistive Technology - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: The District will fund Campus Technology Coach positions for all campuses to ensure that technology integration is occurring at the highest levels. Strategy's Expected Result/Impact: Implementation of STAAR 2.0 online strategies, I-LEARN equipment usage Staff Responsible for Monitoring: Instructional Technology Coordinators Funding Sources: Salaries for Technology Coaches (Secondary) - 282 ESSER III - 282.11.6119 - \$560,000, Salaries for Technology Coaches (Elementary) - 199 GENERAL FUND - PIC 30 - \$420,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 7 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 7: The District will utilize a software program or application to collect survey data from all stakeholders. Strategy's Expected Result/Impact: Increased number survey responses received; Use of data in decision-making committees; Communicating survey results to remain transparent; Improved campus and district climate. Staff Responsible for Monitoring: Federal Programs Department, Campus administrators, Department administrators, Technology department personnel Funding Sources: Software; Contracted services; Technology components - 211 ESEA, TI A IMP - \$15,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A | N/A | N/A | ➔ |
| <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 11: The District will provide opportunities for Homeless Students and Other Special Populations 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: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| <p>Strategy 1: The District Homeless Liaison and other identified district personnel will work with campus personnel to support students who may be in foster care, identified as Military-Connected Students, or coded homeless to ensure students are on track with attendance, grades, tutoring, high school credits and post high school education.</p> <p>Strategy's Expected Result/Impact: Student follow-up report; Credit recovery student assessment form</p> <p>Staff Responsible for Monitoring: Federal Programs Director; McKinney Vento Homeless Specialist; Military Liaison; CIS Program Coordinators; Counselors</p> <p>Funding Sources: Instructional monitoring by Homeless Liaison - Salary for McKinney-Vento Specialist - 211 ESEA, TI A IMP - 211 PIC 24</p> |  |  |  |  |









| Strategy 2 Details | | Reviews | | | |
|---|--|---|---|---|---|
| <p>Strategy 2: The District will provide intervention and enrichment activities/programs to homeless coded students as supplemental opportunities to be academically successful. Instructional materials, supplies, basic hygiene products, as well as needed uniforms for students will also be purchased to remove any barriers to student success.</p> <p>Additional federal funding will support McKinney-Vento activities such as: professional development activities for staff, transportation costs associated with excess cost of transportation for students, counseling services for students, leadership opportunities for students, college visits/trips and other educational field trips for students.</p> <p>Strategy's Expected Result/Impact: Increase in attendance and grade level promotion;</p> <p>Staff Responsible for Monitoring: Federal Programs Director; McKinney-Vento Homeless Specialist; Federal Programs Specialist</p> <p>Funding Sources: Grant to support Homeless Students - 206 TEHCY - 206 PIC 24 - \$27,370, Emergency Clothing/Uniforms/Caps & Gowns - 211 ESEA, TI A IMP - 211 PIC 24 - \$1,200, Contracted Services (Local Regional Service Center) - 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL - 207 PIC 24 - \$13,000, Contracted Services (Counseling Services on Mental Health Needs/Issues) - 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL - 207 PIC 24 - \$10,000, Leadership Student Opportunities or Conferences for MS & HS M-V Students - 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL - 207 PIC 24 - \$14,860, Transportation Costs associated with excess costs of transportation for students - 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL - 207 PIC 24 - \$13,000, College Trips (Student Subsistence Costs) - 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL - 207 PIC 24 - \$1,500, Student Educational Field Trips (Extra Duty Pay for Teachers) - 208 ARP HOMELESS II FEDERAL GRANT - 208 PIC 24 - \$55,000, Student Educational Field Trips (Supplies and Materials) - 208 ARP HOMELESS II FEDERAL GRANT - 208 PIC 24 - \$25,000, Student Educational Field Trips (Transportation and Student Subsistence Costs) - 208 ARP HOMELESS II FEDERAL GRANT - 208 PIC 24 - \$69,116</p> | | Formative | | | Summative |
| | | Sept | Nov | Feb | May |
| | |  |  |  |  |
| Strategy 3 Details | | Reviews | | | |
| <p>Strategy 3: The District will designate a Homeless Liaison to assist in identifying students experiencing homelessness and ensure immediate enrollment for homeless students even if the student is lacking proper documentation ordinarily needed for school enrollment and carrying out the duties of the position.</p> <p>Strategy's Expected Result/Impact: Higher identification of students in order to support specific needs; Streamlined enrollment processes at campuses; Increased referrals for other needed supports;</p> <p>Staff Responsible for Monitoring: Federal Programs Director; District McKinney-Vento Homeless Specialist</p> | | Formative | | | Summative |
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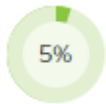







Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 12: Provide opportunities for migrant coded students to be academically successful and complete all credit requirements for graduation. A Shared Services Agreement (SSA) with Region 19 ESC Migrant Education Program will provide district-wide services for all migrant-coded students.

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: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| 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: Increased number of credits earned by migrant students; Completion of high school graduation requirements; Staff Responsible for Monitoring: SSA - Region 19 Migrant Education Program; Federal Programs Director; Federal Programs Specialist; Federal Programs Coordinator Funding Sources: Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDM I - Fund 212 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 2 Details | Reviews | | | |
| 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 Funding Sources: Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDM I - Fund 212 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| 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 Funding Sources: Shared Services Arrangement with Region XIX Migrant Education Program - 212 ESEA, TIP-C EDM I - Fund 212 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| 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 Funding Sources: Fund 212 - 212 ESEA, TIP-C EDM I - Fund 212 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| <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 13: 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 2022-2023 school year.

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

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Student involvement; distribution log/supply list; graduation rates, completion rates, attendance rates.</p> <p>Staff Responsible for Monitoring: Federal Programs Director Campus Administrators</p> <p>Funding Sources: Professional Contracted Services by Campuses (\$26,000 per Coordinator) - 211 ESEA, TI A IMP - 211 PIC 30 HCD - \$364,000</p> | Formative | | | Summative |
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Goal 1: The District will be a model of high standards for student academic excellence.





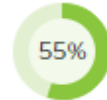






Performance Objective 14: Campus and district staff will be involved in overall school improvement activities to support student academic outcomes and overall student progress.

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campus and district staff will be involved in the Essential Skills Framework (ESF) development activities that will focus on overall school improvement for selected campuses. This includes paying the salary for needed personnel, contracted services, professional development, supplemental materials, supplies and resources, extra duty pay for instructional staff and partnership with a vetted improvement partner to provide focused support. (Title I-1003 ESF Grant Activities)</p> <p>Strategy's Expected Result/Impact: Improved student progress, growth in campus leadership capacity, consistent instructional practices,</p> <p>Staff Responsible for Monitoring: District data coordinator, ESF director and coordinator, campus principals, Assistant Superintendent of Curriculum and Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - 214 - Title I, ESF Support - \$848,935</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus and district staff will be involved in the Resilient Schools Support Program (RSSP) development activities that will focus on overall school improvement. This includes paying the salary for needed personnel (Data Fellow), contracted services, professional development, supplemental materials, supplies and resources, and partnership with a vetted improvement partner to provide focused support.</p> <p>Strategy's Expected Result/Impact: Improved student progress, growth in campus leadership capacity, consistent instructional practices</p> <p>Staff Responsible for Monitoring: Department of Accelerated Learning; Assistant Superintendent of Elementary and Secondary</p> <p>Funding Sources: - 279 TCLAS ESSER III - 279.E21.6399.01.805.1.24 - \$8,500, - 279 TCLAS ESSER III - 279.E21.6383.01.805.1.24 - \$1,500, - 279 TCLAS ESSER III - 279.21.6119.01.805.1.24 - \$55,500, - 279 TCLAS ESSER III - 279.E21.6393.01.805.1.24 - \$900, - 279 TCLAS ESSER III - 279.21.6411.01.805.1.24 - \$10,000, - 279 TCLAS ESSER III - 279.21.6218.01.805.1.24.000 - \$15,000, - 279 TCLAS ESSER III - 279.13.6239.01.805.1.24.000 - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 3: The district will hire personnel to facilitate the TCLAS program district-wide. Activities will include afterschool programming, tutoring and acceleration, professional development and parent, family and community engagement. Strategy's Expected Result/Impact: Improved support for students; Improved student academic outcomes; Staff Responsible for Monitoring: Department of Accelerated Learning; TCLAS Project Lead Teachers; Assistant Superintendent of Instruction; Funding Sources: - 264 COMMUNITY SERVICE GRANT PROGRAM - \$300,000, - 211 ESEA, TI A IMP - \$1,000, Transportation - 279 TCLAS ESSER III - 279.11.6494.05.805.1.24 - \$200, Supplemental pay - Stipends - 279 TCLAS ESSER III - 279 E 11 6118 - \$85,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: District level positions will conduct job related mileage activities in order to request for reimbursement on a monthly basis. Mileage Reimbursement for LPAC Clerks and other District employees approved for mileage reimbursement. Strategy's Expected Result/Impact: Mileage Reimbursement Forms, Mileage Reports/Logs, Google Maps/ MapQuest Logs, Purchase Orders Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction (Elementary & Secondary), Federal Programs Director, Chief Financial Officer Funding Sources: - 199 GENERAL FUND - \$1,000 | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |







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

Performance Objective 15: Implement the Strong Foundations Math and Literacy Grant so that 100% of Clint ISD students have an aligned Math and Reading Framework.

Evaluation Data Sources: Completed Content Framework for Math and Reading

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|---|---|
| Strategy 1: Implement the Strong Foundations Grant by developing a District created framework for math and reading that follows all grant guidelines. Staff will receive extra duty pay and stipends to support the grant outcomes. Strategy's Expected Result/Impact: Improve students who are reading on grade level by the 3rd grade. Improve math skills for students Staff Responsible for Monitoring: Accelerated Learning Funding Sources: Extra Duty Pay - Stipends - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.XX.61XX.00.805.3.214 - \$15,040 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A | N/A |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Contract with approved vendors to implement and create the math and reading Frameworks from the Strong Foundations Grant. Strategy's Expected Result/Impact: Improve students who are reading on grade level by the 3rd grade. Improve math skills for students Staff Responsible for Monitoring: Accelerated Learning Funding Sources: Contracted Services - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.21.6299.00.805.3.24 - \$87,500 | Formative | | | Summative |
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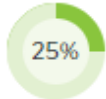



| Strategy 3 Details | | Reviews | | | |
|---|--|--|-----|---|---|
| Strategy 3: Provide resources, professional development, hospitality services and snacks for professional development activities and school visits for staff to implement the Strong Foundations Grant. Strategy's Expected Result/Impact: Improve students who are reading on grade level by the 3rd grade. Improve math skills for students Staff Responsible for Monitoring: Accelerated Learning Funding Sources: Resources - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.21.63XX.00.805.3.24 - \$4,966, Travel and Hospitality for Staff - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.21.64XX.00.805.3.24 - \$12,000, Software - 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS - 412.13.6395.00.805.3.24.000 - \$350 | | Formative | | | Summative |
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| | | N/A | N/A |  |  |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



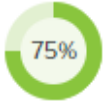

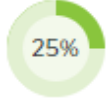

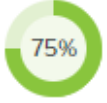

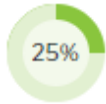

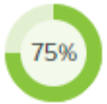

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

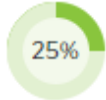















Performance Objective 1: The District will foster an educational environment that will ensure the safety of all students and staff.

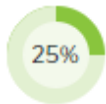





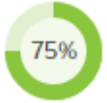

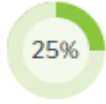

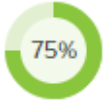

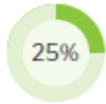

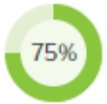

Evaluation Data Sources: The District will provide added security services; will construct facilities that are conducive to age appropriate learning and are built in a timely manner; will implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding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

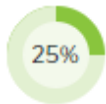



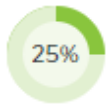

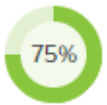

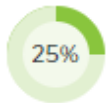

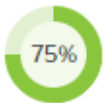

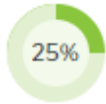

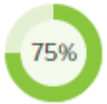

Summative Evaluation: Met Objective









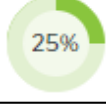
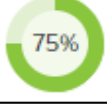
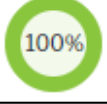
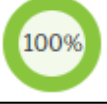



| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: The District will revise safety protocols to prevent the spread of COVID 19 as dictated by the current health situation.</p> <p>The District will purchase COVID 19 testing kits, offer to students, teachers, and other school staff COVID 19 testing for screening and testing and other related services; purchase of PPE; hygiene and cleaning supplies and equipment; promotional materials for district health events; provide public health events which may require hiring staff, contracted services or paying staff for support of these activities outside of their regular duties; and mitigation activities to prevent the spread of COVID 19 to support continued in-person learning at our schools.</p> <p>Strategy's Expected Result/Impact: Low instances of COVID case numbers</p> <p>Staff Responsible for Monitoring: Campus and District Administration</p> <p>Funding Sources: - 290 SCHOOL HEALTH SUPPORT GRANT - \$365,000, - 282 ESSER III - \$125,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The District will maintain the Plasma Air bipolar ionization system to prevent the spread of viruses. The District will also update or purchase portable high-efficiency particulate air (HEPA) fan/filtration systems or other small items that may allow for improved air circulation;</p> <p>Strategy's Expected Result/Impact: Lower instances of illness, more sanitized and cleaner air systems</p> <p>Staff Responsible for Monitoring: Campus and District Administration; maintenance department; facilities department</p> <p>Funding Sources: - 290 SCHOOL HEALTH SUPPORT GRANT - \$75,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |






| Strategy 3 Details | | Reviews | | | |
|---|--|--|--|--|--|
| 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 Funding Sources: General Fund - 199 GENERAL FUND - Fund 199, Funding for SRO's - 281 TITLE IV, PART A SSAEP - \$201,000 | | Formative | | | Summative |
| | | Sept | Nov | Feb | May |
| | |  |  |  |  |
| Strategy 4 Details | | Reviews | | | |
| 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 | | Formative | | | Summative |
| | | Sept | Nov | Feb | May |
| | |  |  |  |  |
| Strategy 5 Details | | Reviews | | | |
| 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 | | Formative | | | Summative |
| | | Sept | Nov | Feb | May |
| | |  |  |  |  |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 6: School Resource Officer(s) will be housed at schoolwide campuses to provide policing services. The SRO partnership and agreement will be made with the El Paso County Sheriff's Department. Strategy's Expected Result/Impact: Improved security measures at all campuses; Integrated safety practices for all campus staff; Fidelity of implementation will be collected through SRO logs, attendance logs, informational presentations, contact logs Staff Responsible for Monitoring: Security services, campus administration, Federal Programs Director, Elementary & Secondary Curriculum Department Assistant Superintendents, Chief Financial Officer Funding Sources: School Resource Office Program - 281 TITLE IV, PART A SSAEP - 211.E52.6219.61.802.0.24 - \$201,000, School Resource Office Program - 199 GENERAL FUND - 199 PIC XX - \$30,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| Strategy 9: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 10: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 11 Details | Reviews | | | |
| Strategy 11: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 12 Details | Reviews | | | |
| Strategy 12: Implement Threat Assessment Case Management with Navigate 360 to report and comply with state mandated threat assessments. Strategy's Expected Result/Impact: Reports Campus Follow Up logs Staff Responsible for Monitoring: Security Services Operational Services Campus Administration | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 13 Details | Reviews | | | |
| Strategy 13: Clint ISD will continue to provide each campus the Navigate 360 visitor 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 14: Clint ISD will continue to provide Navigate 360 Anonymous Reporting where students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). Strategy's Expected Result/Impact: Reports Campus Follow Up logs Staff Responsible for Monitoring: Security Services Operational Services Campus Administration | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 15 Details | Reviews | | | |
| Strategy 15: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 16 Details | Reviews | | | |
| Strategy 16: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 17 Details | Reviews | | | |
| Strategy 17: Evaluate campus construction/maintenance needs to provide maintenance as needed at all facilities. Strategy's Expected Result/Impact: Work Order Review Staff Responsible for Monitoring: Maintenance Department, Campus Principals, Head Custodians | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 18 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 18: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 19 Details | Reviews | | | |
| Strategy 19: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 20 Details | Reviews | | | |
| Strategy 20: Provide annual training to staff regarding maltreatment and sexual abuse of children and procedures for reporting to CPS. Strategy's Expected Result/Impact: Sign-In Sheets (August), Safe Schools Training completion Staff Responsible for Monitoring: Campus Principals; District Safety Specialist | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 21 Details | Reviews | | | |
| Strategy 21: Provide programming services, professional development, materials and supplies designed to support safety and security, health and wellness, and digital literacy initiatives district-wide. Activities will be aligned to the Student Support and Academic Enrichment grant funding along with other related programs. Strategy's Expected Result/Impact: Build the capacity of all stakeholders on school safety, wellness and digital literacy initiatives; Expand safety awareness district-wide Staff Responsible for Monitoring: District Safety Committee; Risk Management Coordinator; Instructional Services personnel; Federal Programs Director; Chief Financial Officer; Human Resource Officer Funding Sources: - 281 TITLE IV, PART A SSAEP - \$40,000, - 485 LOCALLY FUNDED SPECIAL REVENUE - HEALTHY KIDS - 485 E - \$1,500 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |









| Strategy 22 Details | Reviews | | | |
|---|-----------|-----|-----|---|
| Strategy 22: Purchase, upgrade and replace any school safety technology devices in order to signal an emergency situation via software applications, standalone hardware, device activation systems, alarm systems, etc. Strategy's Expected Result/Impact: Improved response by emergency personnel/first responders, campus personnel and other stakeholders in order to mitigate life threatening situations. Staff Responsible for Monitoring: Director of Technology, Campus administrators, district safety administrator, School Resource Officers Funding Sources: - 440 SILENT PANIC ALERT GRANT - \$27,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A | N/A | N/A |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |









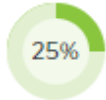

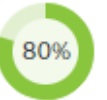

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

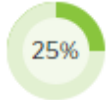





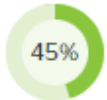






Performance Objective 2: Clint ISD will offer counseling and SEL support services which address the specific student needs.

















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

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|--|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide SEL support staff at all campuses and at the District level to support students social emotional supports in a school setting. Strategy's Expected Result/Impact: SEL Program monitoring, monthly activities, Student support log Staff Responsible for Monitoring: PBIS/SEL Lead Teachers, SEL District Coordinator, Directors of Counseling Funding Sources: Funding for Salaries - 282 ESSER III - \$890,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 3: Continue to Implement SEL Programs with the following focus themes: *Diversity and Inclusion *Empathy and Critical Thinking *Communication *Problem Solving *Peer Relationships Provide professional development, training, onsite visits, curriculum, supplemental materials and resources for staff to continue district and campus implementation of SEL and mental health supports. Supplemental items to support PBIS activities district-wide will also be purchased. Strategy's Expected Result/Impact: Counselor presentation schedules and classroom visits; increased campus support from SEL staff; increased SEL and mental health supports for students and PBIS software to promote positive behavior. Staff Responsible for Monitoring: Director of Counseling, Campus Counselors, Administrators, Teachers Funding Sources: Curriculum Materials and Training for SEL - 282 ESSER III - \$65,000, PBIS SOFTWARE - 282 ESSER III - 282E116247 - \$50,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: 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 Funding Sources: Salary - 211 ESEA, TI A IMP - 211.11.6100 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Create programs for students to remain in school and recover students who have dropped out through the District's Countdown to Zero initiative especially for students who are in At-Risk situations. Strategy's Expected Result/Impact: Increased graduation rates, decreased dropout rates Staff Responsible for Monitoring: Campus Administration, CIS staff Funding Sources: Extra Duty Pay - 211 ESEA, TI A IMP - 211.11.6100 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 6: Provide counselors training on community resources available to address early mental health warning signs and suicide prevention and the referral process. Strategy's Expected Result/Impact: Sign-In Sheets and evidence of implementation Staff Responsible for Monitoring: Assistant Superintendents of C & I for Secondary and Elementary Funding Sources: Funding for professional development - 199 GENERAL FUND - \$3,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: 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: Director of Counseling; Campus Counselors Funding Sources: Resources for Training - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A | N/A | N/A |  |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| Strategy 9: 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 Funding Sources: PROFESSIONAL DEVELOPMENT - 211 ESEA, TI A IMP - 211E.31.6239 - \$1,000 | Formative | | | Summative |
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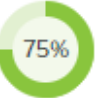





| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 10: Each campus will implement a wellness intervention team who will follow up on any student who makes an outcry which is related to mental health or trauma and ensure that support is provided. The Team will be headed by counselors and will follow trauma informed care guidelines. Strategy's Expected Result/Impact: Students support will be maximized, reports and campus intervention teams. Staff Responsible for Monitoring: Campus Administration, Advanced Academics Coordinator | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 11 Details | Reviews | | | |
| Strategy 11: 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, Campus Administration | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 12 Details | Reviews | | | |
| Strategy 12: 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 | 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: Met Objective













| Strategy 1 Details | Reviews | | | |
|--|---|---|---|--|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  20% |  45% |  75% |  100% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

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

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

Summative Evaluation: Met Objective



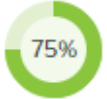





| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: The District will review staffing guidelines. The Human Resources Department will update guidelines and present to the Cabinet for approval (Priority will always be given to instructional staffing needs). Strategy's Expected Result/Impact: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



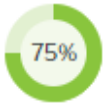





Goal 3: The District will operate efficiently, being fiscally responsible

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

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

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: The District will use a billing agency for MAC/SHARS in order to maximize Medicaid reimbursement used for the district and its students. Invoices paid accordingly. Strategy's Expected Result/Impact: Reimbursements into the district's general fund | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | | | | |

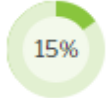






| | | | | | |
|---|--|--|--|--|--|
| Staff Responsible for Monitoring: SPED Director, Budget Clerk | |  |  |  |  |
| | | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |









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: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 and Family Engagement Specialist Funding Sources: Employee travel with the use of local funds - State & Local - 199 GENERAL FUND - 199.E21.6239/6411.00.802.0.99, Virtual TEHCY Required Trainings and TEHCY Statewide Summit for District/ Campus Personnel - 199 GENERAL FUND - 199.E21.6411.00.802.0.99 - \$1,180, Virtual TEHCY Trainings/ Conferences - NAEHCY - 206 TEHCY - 206.E21.6411.F3.802.1.24 - \$2,060 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |









| Strategy 3 Details | | Reviews | | | |
|--|--|--|---|---|---|
| Strategy 3: District departments will purchase software, materials, and contract professional development to support systems to remain efficient when processing required and timely documentation. Strategy's Expected Result/Impact: Timely execution of necessary documentation requiring signatures, dates and other important information. Staff Responsible for Monitoring: Director of Federal Programs Chief Financial Officer Funding Sources: - 199 GENERAL FUND - \$6,000 | | Formative | | | Summative |
| | | Sept | Nov | Feb | May |
| | |  |  |  |  |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

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

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

Summative Evaluation: Met Objective









| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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 | 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 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: Met Objective

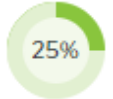











| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Review and ensure all SchoolFirst requirements are met at the highest level possible. Strategy's Expected Result/Impact: Formative: Cabinet review and reports Summative: SchoolFirst Report PEIMS Submissions/Annual Audit Report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









| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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: Chief of Operations and Chief Financial Officer | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

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

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

Summative Evaluation: Met Objective













| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |













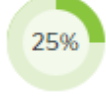


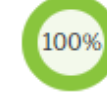



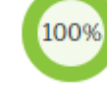
Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.





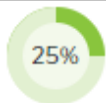

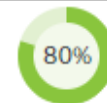
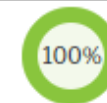




Performance Objective 1: The District will ensure that all students are taught by highly qualified personnel.

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

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| 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. - 199 GENERAL FUND - 199.E41.XXXX | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 8 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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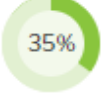


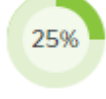


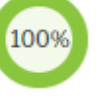
| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 9: Provide the Clint ISD community employment opportunities. Strategy's Expected Result/Impact: Monitor and review volume of applicants for vacancies. (ongoing); Customer service via telephone and online assistance. (ongoing) Staff Responsible for Monitoring: HR Department | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 10 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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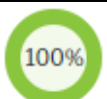

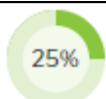



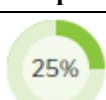
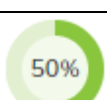
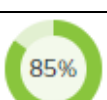

Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.








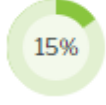







Performance Objective 2: The District will recruit and retain qualified personnel.









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

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 1: Review salaries and stipend schedules to insure the District remains competitive. Strategy's Expected Result/Impact: TASB Market Analysis and reclassification request reviewed annually. (July - August) Staff Responsible for Monitoring: HR Department Funding Sources: General Fund - 199 GENERAL FUND - 199.E11.XXXX | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide a retention stipend to all staff following the pandemic to retain highly skilled and qualified staff. Strategy's Expected Result/Impact: Employee support transferring to job dedication, reports, evaluations. Staff Responsible for Monitoring: Human Resources Department and Business Services Funding Sources: Retention Stipend - 282 ESSER III - 282.xx.6100 - \$1,586,906.14 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: The District will implement the Teacher Incentive Allotment (TIA) Program for appropriate teacher groups as defined by the application. Strategy's Expected Result/Impact: Increased Student Achievement, TIA Designated Teachers Staff Responsible for Monitoring: Curriculum and Instruction, Human Resources Funding Sources: TIA Designation Distinction funds - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 5 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 5: Provide onsite health preventative services. Strategy's Expected Result/Impact: Analyze participation rates. (as scheduled) Staff Responsible for Monitoring: HR Department; Benefits Department | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| Strategy 9: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 10: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |
| Strategy 11 Details | Reviews | | | |
| Strategy 11: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 12 Details | Reviews | | | |
| Strategy 12: Provide Clint ISD teaching staff the opportunity to take graduate coursework to serve as dual credit instructors and provide Clint ISD paraprofessionals the opportunity to take courses for degree completion, certification and training at the University of Texas at El Paso. Strategy's Expected Result/Impact: Clint teachers will provide dual credit courses on site Staff Responsible for Monitoring: Accelerated Learning Department Funding Sources: - 437 SPECIAL REVENUE TCLAS - \$75,000, Tuition - 279 TCLAS ESSER III - 279.13.6221.04.805.1.24000 - \$81,000, Tuition and Textbooks - 498 CREEED FOUNDATION - \$32,403 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 13 Details | Reviews | | | |
| Strategy 13: Purchase textbooks, instructional technology and general supplies for district teachers and paraprofessionals who are completing graduate coursework. Mileage will be reimbursed to cover the costs of travel. Strategy's Expected Result/Impact: Feedback from employees (June) Staff Responsible for Monitoring: Accelerated Learning Department Funding Sources: - 437 SPECIAL REVENUE TCLAS - \$25,000, - 437 SPECIAL REVENUE TCLAS - 437.13.6218.02.805.2.24 - \$5,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 14 Details | | Reviews | | | |
|--|--|--|---|---|---|
| Strategy 14: Implement the TCLAS Residency Program, in Partnership with UTEP, to provide training , technical assistance, resources and staff to support UTEP student residents during a year long paid residency program. Strategy's Expected Result/Impact: Student Resident's POP Evaluations; Student Residents who have been hired by Clint ISD Staff Responsible for Monitoring: Residency Program Coordinator Equity Plan Funding Sources: Program Resources - 279 TCLAS ESSER III - 279.63XX - \$36,359, Salaries and Extra Duty Pay - 279 TCLAS ESSER III - 279. 61XX - \$574,000, Travel for STAFF - 279 TCLAS ESSER III - 279.64XX - \$18,431 , Contracted Services - 279 TCLAS ESSER III - 279. 62XX - \$96,875 | | Formative | | | Summative |
| | | Sept | Nov | Feb | May |
| | |  |  |  |  |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















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

Performance Objective 3: The District will utilize the 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: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

















| Strategy 4 Details | Reviews | | | |
|---|---|--|--|--|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: The Special Education Department will provide SPED staff with professional development opportunities to comply with licensure requirements and to improve the provision of services. Strategy's Expected Result/Impact: Improved evaluation and provision of services practices Staff Responsible for Monitoring: SPED Director, Assistant SPED Director Funding Sources: Professional Development - 447 STATE FUNDED - AUTISM GRANT - \$8,000, Professional Development - 199 GENERAL FUND - \$1,550 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: The Federal Programs department will participate in a variety of professional development opportunities, conferences, meetings, seminars and classes in order to develop capacity and to share information with other stakeholders district-wide. Strategy's Expected Result/Impact: Continuous improvement of customer service district-wide; Continuous updates in program services; Updates to state and federal programs; Staff Responsible for Monitoring: Director of Federal Programs Chief Financial Officer Funding Sources: - 199 GENERAL FUND - 6411 - \$4,500 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| | N/A |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |



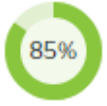













Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

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: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 5 Details | Reviews | | | |
|--|---|---|---|---|
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

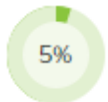



Goal 5: The District will include parents, community and business members in the education of all students.













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













Summative Evaluation: Met Objective









Next Year's Recommendation: We will continue to promote programs that will strengthen our relationships and promote our district.

















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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 2: The District and all campuses will provide parents the opportunity to build their capacity to support students at home by offering training and learning events to engage parent participation and improve district/campus-home relations. Learning opportunities may include conferences, campus and district meetings, workshops, etc. Opportunities to participate in activities will be made available in a language, format and at various times to accommodate the needs of parents and families. Translation services will always be made available for all meetings and information shared.</p> <p>Strategy's Expected Result/Impact: Increased participation of parents and families in campus and district sponsored events; Campuses will document all activities for participation Flyers Sign-In Sheets Contact Logs Agendas</p> <p>Staff Responsible for Monitoring: Campus Principals, Parent & Family Engagement Campus Representatives, Federal Programs Director Parental and Family Engagement Specialist</p> <p>Funding Sources: Registration Costs - 199 GENERAL FUND, Campus and District Activities - 211 ESEA, TI A IMP - \$10,000, - 263 ESEA, TIII LEP - \$100,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The District will monitor all parent and family engagement activities completed by campuses and district level departments and programs for federal compliance purposes.</p> <p>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.)</p> <p>Staff Responsible for Monitoring: Campus Principals, Parent & Family Engagement Campus Representatives, Federal Programs Director Parent and Family Engagement Specialist</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: The District will publicize and communicate in advance of district and campus events to parents, families, and community stakeholders. Information may be found on district and campus websites, social media, paper or electronic newsletters, flyers and the use of mobile device software applications.</p> <p>Strategy's Expected Result/Impact: Increased awareness of district and campus parent and family events; Increased participation all district and campus events;</p> <p>Staff Responsible for Monitoring: Campus administration; district-level staff; public relations staff; Federal Programs Director; Parent and Family Specialist; Curriculum and Instruction; Technology Services</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 5 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 5: The District will provide parents with Skyward Family Access, a parent information portal of student information as part of the registration packet. Strategy's Expected Result/Impact: Parent sign-up and log-ins; Reports (August - June) Staff Responsible for Monitoring: Technology Services Department | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: The District will utilize the parent call out system to keep parents informed of District events. Strategy's Expected Result/Impact: Blackboard reports (July - June) Staff Responsible for Monitoring: Curriculum and Instruction | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: The District will publish district programs/initiatives products and other publications to inform parents and the community. Strategy's Expected Result/Impact: Distribution to parents and community via mail, web and other media Staff Responsible for Monitoring: Curriculum and Instruction | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 8 Details | Reviews | | | |
| Strategy 8: The District will hold Parent and Student Advisory Council meetings to provide input to the Superintendent. Strategy's Expected Result/Impact: Parent Sign-In Sheets and Agendas (quarterly meetings) Staff Responsible for Monitoring: Curriculum and Instruction | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 9 Details | Reviews | | | |
| Strategy 9: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 10 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 10: 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 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 11 Details | Reviews | | | |
| Strategy 11: The District will provide interpreters when necessary for parents during ARD meetings. Strategy's Expected Result/Impact: Parent full participation documented on ARD paperwork Staff Responsible for Monitoring: SPED Director, Assistant SPED Director Funding Sources: Contracted Services/Equipment - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 12 Details | Reviews | | | |
| Strategy 12: The district will hold annual and ongoing consultation meeting(s) with eligible Private Non-Profit Schools and Parentally Placed Private Schools regarding participation in Title I and IDEA-B programs and services. Strategy's Expected Result/Impact: Streamlined support for those who may qualify and may seek services; Increase communication with those private schools who operate within our district boundary; Documentation will be kept via email communication, sign-in sheets of meetings, and phone and contact logs Staff Responsible for Monitoring: SPED Director; Federal Programs Director; Federal Programs Coordinator; Federal Programs Specialist | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 13 Details | Reviews | | | |
|--|--|--|--|--|
| <p>Strategy 13: 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.</p> <p>Strategy's Expected Result/Impact: Student Development/Trip Requisition Form(s) Agenda/Timeline of Events Student Lists/Sign in Sheets Purchase Orders/Requisitions</p> <p>Staff Responsible for Monitoring: Elementary Curriculum & Instruction Secondary Curriculum & Instruction Federal Programs Director Campus Principals</p> <p>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</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 14 Details | Reviews | | | |
| <p>Strategy 14: 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.)</p> <p>Strategy's Expected Result/Impact: Parent Attendance and implementation of strategies at home</p> <p>Staff Responsible for Monitoring: Special Education Director; Assistant SPED Directors, Autism Teachers</p> <p>Funding Sources: Snacks/refreshments will be provided - 447 STATE FUNDED - AUTISM GRANT - \$900</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 15: The District will hire campus and district-level personnel to facilitate the 21st Century after-school programming via the Afterschool centers for Education (ACE) and supporting the Nita Lowey 21st Century Community Learning Centers grant. Centers will be housed at the middle school campuses district-wide. Strategy's Expected Result/Impact: Personnel will support all middle school campuses and operate community learning centers; Staff Responsible for Monitoring: 21st Century Director; 21st Century Grant Coordinator; Federal Programs Coordinator Funding Sources: Program Resources - 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR - \$200,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 16 Details | Reviews | | | |
| Strategy 16: The District will hire personnel to facilitate the TCLAS Decision 11 High Impact Tutoring program. The programming will involve community partners to build community engagement. TCLAS After School programming will work alongside a technical assistance and high impact tutoring services to build successful strategic planning and supports. Strategy's Expected Result/Impact: Personnel will support elementary and middle school campuses and operate specific hours weekly. Staff Responsible for Monitoring: Department of Accelerated Learning; After School Project Lead Funding Sources: Contracted Services - 264 COMMUNITY SERVICE GRANT PROGRAM - 264.E11.6299.00.805.124D11 - \$300,000, Technology Resources and Equipment - 264 COMMUNITY SERVICE GRANT PROGRAM - 264.21.6383.00.805.1.24 - \$1,400, Supplemental Pay - Stipends - 264 COMMUNITY SERVICE GRANT PROGRAM - 264 E 11 6118.00.805.1.24 - \$51,000 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
| Strategy 17 Details | Reviews | | | |
| Strategy 17: The Special Education Department will provide required public notices through the Clint Courier Strategy's Expected Result/Impact: Parents will be will-informed and make necessary decisions regarding their child's information and services Staff Responsible for Monitoring: SPED Director Funding Sources: Contracted Services - 199 GENERAL FUND | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$802,250.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

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

Personnel for District Improvement Plan

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------------|----------------------------|------------|
| Dalia Miranda | Federal Programs Secretary | 1 |
| Gloria Deal | Dyslexia Support Teacher | 1 |
| Karen Ayala | Dyslexia Support Teacher | 1 |
| Lori Olivas | Dyslexia Support Teacher | 1 |
| Maria Hernandez | GT Support Teacher | 1 |
| Nancy Rubio | GT Support Teacher | 1 |
| Sylvia Gomez-Soriano | Dyslexia Support Teacher | 1 |
| Veronica Booth | CTE Coordinator | 1 |

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|--------------------|------------|
| Yvette Munoz | GT Support Teacher | 1 |

Title I

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 Participation Scores
- EOC Scores from June 2022
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores
- MAP Data

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District's Site Based Decision Making Committee will review the plan beginning in June/July of 2022 with a final review in August 2022. The committee, at that time, made 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, the District Site Based Committee met 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 presentations of the HB 3 Goals at a Board workshop throughout the year. 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 2022-2023, the District will operate on a balanced calendar with student support intersessions in October and March. Throughout the year, the campuses will have additional support as well for students through an intervention program named I-SUPPORT. 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. ESSER funding will be provided to campuses to support interventions, SEL programs, fund staff and provide additional instructional resources.

2.5: Increased learning time and well-rounded education

Clint ISD will provide any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2022-2023 school year (starting in fall 2022) or subsequent summer 2023. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (i.e., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements. Clint ISD has titled the program I-SUPPORT for the 2022-2023 school year.

Each campus must establish an ALC for students who did not pass the STAAR in grades 3rd, 5th, or 8th math or reading beginning to the start of the school year. The ALC's must be conducted immediately so that the intervention plans must be developed and put into place starting on August 2, 2021. Remember an ALC must also be conducted for a student who did not take the STAAR test; TEA records any student who did not take the exam as a student who did not meet Approaches or higher. Only students in these grade levels must have a formal ALC, but the other grade levels must have a plan and process to monitor student achievement during the implementation of the plan.

Elementary and Middle school students who did not pass or take the STAAR exam must also have targeted interventions for all STAAR

exams that they did not score at least Approached Grade Level or higher on the Spring 2022STAAR administrations. High school students who did not take the EOC exams or did not score Approaches Grade Level on the Spring 2021 STAAR exams will also be part of the targeted group. Middle School Algebra I students who did not score Approaches Grade Level will be included in this program as well. High School students who took the STAAR EOC in June 2021 and scored Approached Grade Level or higher will no longer be included in the targeted group for any EOC exams that they passed. Any EOC exam that a student did not have at least Approaches Grade Level will be required to completed accelerated instruction.

All students will have a scheduled time for accelerated instruction. During the 2022-2023 school year, students will be provided targeted intervention before, after and during school. These intervention times must be documented and provided at least 30 minutes a week, per subject. Each campus will work with their respective Assistant Superintendent to develop an approved plan that is uniform and consistent. We will need to provide information on the I-SUPPORT plan to TEA as needed so all program requirements will be adhered.

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

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

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

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

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps.

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

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)

- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

3.1: Annually evaluate the schoolwide plan

Annually, the DIP and Title I plan are evaluated during the formative review months and a summative evaluation is conducted at the end of the year. The District Cabinet will monitor the plan during the review months - September, November, January, and May. The Cabinet will update sections as the need for purchases or new initiatives/strategies arises during the year. Each goal will be updated and notes on the progress of the DIP will be included. The end of year Summative evaluation will be shared with District Site Based Committee during the DIP planning session. Revisions and recommendations will be implemented at the DIP planning session.

4.1: 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.

4.2: 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 2022-2023 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. Each campus will also have additional SEL support by having an SEL Lead Teacher who will assist with coordinating parental involvement activities to support social and emotional learning as students transition back to the campus after the pandemic.

5.1: Determine which students will be served by following local policy

The District's Accountability staff will provide the campuses and District Cabinet with the data from RDA, TEA Accountability and Federal

Report Cards. Also, the District staff will receive all data and reporting required for TEA interventions which include Targeted Support Campuses. The District Instructional Staff will work with campuses to identify all students in need of support and created Targeted Improvement Plans. The plans must identify students who need accelerated intervention plans and the actual plans for supports that the campuses/District will implement. These targeted plans will be reviewed quarterly by the Assistant Superintendents and Superintendent. The NTC and Academic Deans will conduct walkthroughs and instructional rounds to support the TIP implementation.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------------|---|-------------------------|------------|
| Ayoub, Melinda | Mentor Coordinator | Title II, Part A | 1.0 |
| Carla Lopez | SPED Case Worker | IDEA -B (224) | 1.0 |
| Castanos, Christina | Coordinator Science Elementary | Title I | 1.0 |
| Castillo, Ruben | Coordinator Math Elementary | Title I | 1.0 |
| Castillo, Ruben | Instruction Tech Coordinator | ESSER III | 1.0 |
| Dominguez, Cecilia | Coordinator Secondary ELAR | Title I | 1.0 |
| Ferreira, Raquel Gaytan | Mentor Coordinator | Title II, Part A | 1.0 |
| Fraizer, Lilian | Coordinator District School Improvement | Title I | 1.0 |
| Frazier, Lillian Nicole | Coordinator Language Arts/Reading | Title I | 1.0 |
| Fuentes, Crystal | Mentor Coordinator | Title II, Part A | 1.0 |
| Gasca, David | Math Coorindator | Title I | 1.0 |
| Hernandez, Obed | Instructional Tech Coordinator | ESSER III | 1.0 |
| Lopez, Martha | Coordinator | Title I | 1.0 |
| Lucero, Gisela | Instructional Tech Coordinator | ESSER III | 1.0 |
| Luevanos, Deborarh | Social Emotional Learning Coordinator | ESSER III | 1.0 |
| Maria De La Luz Rosales | Floating Nurse | ESSER III | 1.0 |
| Melendez, Ruth | Coordinator Secondary Math | ESSER III | 1.0 |
| Montero, Elba | Clerk Federal Programs | Title I | 1.0 |
| Nieto, Luis | Science Coordinator | Title I | 1.0 |
| Novoa, Neil | Director of Teacher Support | Title II, Part A | 1.0 |
| Oliver, Akeia | Coordinator Science Secondary | Title I | 1.0 |
| Ortiz, Lizeth | Mentor Coordinator | Title II, Part A | 1.0 |
| Quintero, Yesenia | Family, Lit. & Parent Outreach Liaison | Title III, Part A (ELA) | 1.0 |
| Ramiez, Jose | Mentor Coordinator | Title II, Part A | 1.0 |
| Venzor, Angelica | Specialist Parental Involvement | Title I | 1.0 |
| William, Angela | Instructional Tech Coordinator | ESSER III | 1.0 |

District Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|-----------------------|--------------------------------------|
| Chairperson | James Littlejohn | Assistant Superintendent |
| Cabinet Representative | Jessie Cline | Chief Financial Officer |
| Cabinet Representative | Jennifer Parker | Assistant Superintendent |
| Cabinet Representative | Anthony Prado | Chief Operations Officer |
| Cabinet Representative | Rene Chavez | Chief Human Resource Officer |
| Classroom Teacher | Juan Martinez | CHS Teacher |
| Classroom Teacher | Christopher Clapp | HMS Teacher |
| Classroom Teacher | Maria Sims | HHS Teacher |
| Classroom Teacher | Gwendolyne Holland | RSE Teacher |
| Classroom Teacher | Christina Goranson | MVE Teacher |
| Non-classroom Professional | Karen Garcia | SPED Representative |
| Classroom Teacher | Fernie Cortez | MVHS Teacher |
| Superintendent | Juan Martinez | Superintendent |
| Classroom Teacher | Abigail Trejo | CECA Teacher |
| Non-classroom Professional | James Ryan | State Comp. Education Representative |
| Non-Teaching Professional | Jaime Sanchez | Clint Area Administrator |
| Classroom Teacher | Nicholas Saucedo | REMS Teacher |
| Classroom Teacher | Elizabeth Ariola-Reza | WDS Teacher |
| District-level Professional | Crystal Fuentes | Central Office Administrator |
| Classroom Teacher | Cynthia Jury | CTW Teacher |
| Parent | Andrea Villa Gomez | Horizon Area Parent |
| Non-classroom Professional | Maria Hernandez | GT Program Representative |
| Classroom Teacher | Michelle Hernandez | CTE Program Representative |
| Non-Teaching Professional | Akeia Oliver | Montana Area Administration |
| Classroom Teacher | Lorraine Bustamante | DHE Teacher |
| Parent | Rod Chavez | Clint Area Parent |
| Classroom Teacher | Jessica Cortez | FME Teacher |
| Classroom Teacher | Omar Pineda | EMMS Teacher |

| Committee Role | Name | Position |
|-------------------------|-----------------|--------------------------------------|
| Classroom Teacher | Hugo Salazar | CJHS Teacher |
| Classroom Teacher | Andy Avalos | Bilingual Program Representative |
| Cabinet Representative | Maneul Verduzco | Chief Technology Officer |
| Business Representative | Oscar Pina | Montana Area Business Representative |
| Parent | Higareda Zoila | Montana Area Parent Representative |
| Business Representative | Myrna Zapata | Clint Area Business Representative |

District Funding Summary

| 199 GENERAL FUND | | | | | |
|------------------|-----------|----------|--|---------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | DUAL CREDIT ONLINE COURSES- | | \$59,000.00 |
| 1 | 5 | 1 | Contracted Services for SAT | | \$100,000.00 |
| 1 | 5 | 2 | Tuition Costs | 199.11.6221.0.30 | \$150,000.00 |
| 1 | 5 | 3 | Tuition | 199.11.6223 | \$100,000.00 |
| 1 | 5 | 3 | TEXT BOOKS- DUAL CREDIT | 199E116321 | \$140,000.00 |
| 1 | 5 | 8 | Tuition for AP Insitutes | 199.13.6221 | \$20,000.00 |
| 1 | 5 | 11 | Extra Duty Pay | 199.11.6100 | \$0.00 |
| 1 | 5 | 12 | CTE Resources | 199.11.6399 | \$40,000.00 |
| 1 | 5 | 13 | Instructional Resources | 199.11.6495 | \$0.00 |
| 1 | 5 | 15 | Software | 199 PIC 22 | \$17,000.00 |
| 1 | 5 | 17 | Instructional Resources and Equipment | | \$0.00 |
| 1 | 5 | 18 | Instructional Resources | | \$0.00 |
| 1 | 6 | 1 | ELL Resources; Materials and instructional supplies | | \$100,000.00 |
| 1 | 6 | 1 | Resources for Fine Art Programs | | \$220,000.00 |
| 1 | 6 | 2 | SOFTWARE - | 199 | \$9,350.00 |
| 1 | 6 | 2 | INSTRUCTIONAL SERVICES AND SOFTWARE | | \$157,449.00 |
| 1 | 6 | 5 | KickUp | | \$2,000.00 |
| 1 | 6 | 6 | TECHNOLOGY RENEWAL | 199E.11.6247 | \$1,500.00 |
| 1 | 6 | 7 | CTE Transportation and Fees | | \$1,000.00 |
| 1 | 6 | 7 | Science Fair Competition Fees | | \$10,000.00 |
| 1 | 6 | 8 | TECHNOLOGY EQUIP-LAPTOPS | | \$2,300.00 |
| 1 | 6 | 8 | Technology Resources/Software | | \$100,000.00 |
| 1 | 6 | 10 | Instructional Resources | | \$40,000.00 |
| 1 | 6 | 11 | Staff Salaries | | \$0.00 |
| 1 | 6 | 14 | Equipment | | \$0.00 |
| 1 | 6 | 15 | Supplemental supplies associated with Pregnancy Related Services (PRS) | 199 E 11 6399 F5 802 0 24 | \$1,000.00 |
| 1 | 6 | 15 | Furniture Costs associated with Pregnancy Related Services (PRS) | 199 E 11 6412 F5 802 0 24 | \$150.00 |

| 199 GENERAL FUND | | | | | |
|------------------|-----------|----------|--|------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 21 | FRONTLINE EDUCATION | | \$10,000.00 |
| 1 | 6 | 22 | Extra Duty Pay and Resources | | \$0.00 |
| 1 | 6 | 23 | | | \$0.00 |
| 1 | 6 | 27 | Tuition for Students | | \$3,000.00 |
| 1 | 6 | 28 | Event supplies/materials, travel and subsistence | | \$3,500.00 |
| 1 | 7 | 1 | Professional Development | | \$5,500.00 |
| 1 | 7 | 2 | | | \$1,425.00 |
| 1 | 7 | 3 | Materials and Supplies | | \$0.00 |
| 1 | 7 | 5 | Travel for Conferences | 19.13.6411.24/37 | \$3,500.00 |
| 1 | 7 | 6 | Travel for Professional Development | 199.31 | \$4,000.00 |
| 1 | 7 | 6 | Travel for Professional Development | 199 | \$16,000.00 |
| 1 | 7 | 7 | Travel for Professional Development | | \$0.00 |
| 1 | 7 | 8 | Professional Development, Resources and Extra Duty | | \$32,500.00 |
| 1 | 8 | 1 | Instructional Resources | | \$5,000.00 |
| 1 | 8 | 2 | Emergent Bilingual Students- Instructional Resources, Software or License Renewals | | \$50,000.00 |
| 1 | 8 | 3 | Instructional Resources | | \$5,000.00 |
| 1 | 8 | 4 | Extra Duty Pay/General Supplies | | \$0.00 |
| 1 | 8 | 5 | Instrtuctional Resources for ELL | | \$5,000.00 |
| 1 | 8 | 6 | General Supplies | | \$0.00 |
| 1 | 8 | 7 | LPAC Materials | | \$0.00 |
| 1 | 8 | 16 | Instructional Resources for staff & classrooms | | \$125,000.00 |
| 1 | 8 | 16 | Transportation for 7 on 7 Football game | | \$500.00 |
| 1 | 8 | 16 | Instructional Resources for staff & Classrooms | | \$85,000.00 |
| 1 | 8 | 17 | Contracted Services | | \$0.00 |
| 1 | 8 | 18 | Transportation 7 on 7 Football | | \$500.00 |
| 1 | 8 | 18 | Event equipment, event supplies/materials, travel and subsistence | | \$0.00 |
| 1 | 8 | 19 | Resources for staff | | \$71,322.00 |
| 1 | 8 | 20 | Contracted Services | | \$0.00 |
| 1 | 8 | 21 | Resources for staff | | \$0.00 |

| 199 GENERAL FUND | | | | | |
|------------------|-----------|----------|---|-------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 9 | 1 | ECF CHROMEBOOK LAPTOPS | 199 E 11 6382 00 851 0 30 ECF | \$829,931.07 |
| 1 | 9 | 1 | T-Mobile Services | 199 E 11 6299 99 851 0 30 000 | \$56,000.00 |
| 1 | 9 | 1 | Technology BusWifi Equip | 199.E11.6399.00.851030.ECF | \$18,900.00 |
| 1 | 9 | 1 | Technology Installation/Playlu | 189.E11.6299.00.851.0.30.F22 | \$28,000.00 |
| 1 | 9 | 1 | Technology Resources/Playlu Materials & Equipment | 189.E11.6391.00.851.30.F22 | \$25,000.00 |
| 1 | 9 | 1 | Technology Resources/Playlu Audio/Visual Equipment | 189.E11.6390.00.851.0.30.F22 | \$131,000.00 |
| 1 | 9 | 1 | Hotspots and Broadband Service for Students | 189.E11.6299.00.851.0.30.F22F | \$568,358.00 |
| 1 | 9 | 1 | Technology Equipment, Software | | \$700,000.00 |
| 1 | 9 | 4 | Coordinator Training | | \$1,000.00 |
| 1 | 9 | 5 | Travel for Professional Development | 199.21.6411.00.803.0.99 | \$0.00 |
| 1 | 9 | 6 | Technology- ILEARN | | \$12,000.00 |
| 1 | 9 | 6 | Technology NearPod Software | 199.11.6247.NP.xxx.0.30 | \$76,300.00 |
| 1 | 9 | 6 | Technology Screencastify Software | 199.11.6247.SC.xxx.0.30 | \$13,300.00 |
| 1 | 9 | 6 | Technology Playlu Installation | 189.11.6299.00.851.0.30.F22 | \$28,000.00 |
| 1 | 9 | 6 | Technology Pear Deck Software | 199.11.6247.PR.XXX.0.30. | \$27,100.00 |
| 1 | 9 | 6 | Technology Classkick Software | 199.11.6247.CK.xxx.0.30 | \$29,400.00 |
| 1 | 9 | 6 | Playlu Relocation & Installation | 199.E11.6299.99.851.0.30.000 | \$11,400.00 |
| 1 | 9 | 6 | Technology Software, Classroom Furniture | | \$702,000.00 |
| 1 | 9 | 6 | Technology Playlu Audio/Visual Equipment / PA & Speaker Equip | 189.11.6390.00.851.0.30.F22 | \$131,000.00 |
| 1 | 9 | 6 | Technology Adobe Creative Cloud Software | 199E11.6247.00.851.0.30 | \$12,250.00 |
| 1 | 9 | 6 | Technology Materials | 189.11.6391.00.851.0.30.F22 | \$10,000.00 |
| 1 | 10 | 3 | Travel for Professional Development | 199.21.6411.00.803.0.99 | \$0.00 |
| 1 | 10 | 5 | Student Assistive Technology | | \$0.00 |
| 1 | 10 | 6 | Salaries for Technology Coaches (Elementary) | PIC 30 | \$420,000.00 |
| 1 | 14 | 4 | | | \$1,000.00 |
| 2 | 1 | 3 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 4 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 6 | School Resource Office Program | 199 PIC XX | \$30,000.00 |
| 2 | 1 | 7 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 8 | General Fund | Fund 199 | \$0.00 |

| 199 GENERAL FUND | | | | | |
|------------------|-----------|----------|--|-------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 9 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 10 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 11 | | | \$45,000.00 |
| 2 | 1 | 15 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 16 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 18 | General Fund | Fund 199 | \$0.00 |
| 2 | 1 | 19 | General Fund | Fund 199 | \$0.00 |
| 2 | 2 | 6 | Funding for professional development | | \$3,000.00 |
| 2 | 2 | 7 | Resources for Training | | \$0.00 |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | \$0.00 |
| 3 | 2 | 1 | SCE Funds | | \$0.00 |
| 3 | 3 | 2 | Employee travel with the use of local funds - State & Local | 199.E21.6239/6411.00.802.0.99 | \$0.00 |
| 3 | 3 | 2 | Virtual TEHCY Required Trainings and TEHCY Statewide Summit for District/Campus Personnel | 199.E21.6411.00.802.0.99 | \$1,180.00 |
| 3 | 3 | 3 | | | \$6,000.00 |
| 3 | 4 | 1 | State and local funding. | | \$0.00 |
| 4 | 1 | 1 | Recruitment of highly qualified personnel. | 199.E41.XXXX | \$0.00 |
| 4 | 1 | 2 | General Supplies | | \$0.00 |
| 4 | 1 | 4 | Recruitment of highly qualified personnel. | 199.E41.XXXX | \$0.00 |
| 4 | 1 | 5 | Recruitment of highly qualified personnel. | 199.E41.XXXX | \$0.00 |
| 4 | 1 | 6 | Recruitment of highly qualified personnel. | 199.41.XXXX | \$0.00 |
| 4 | 1 | 8 | Recruitment of highly qualified personnel. | 199.E41.XXXX | \$0.00 |
| 4 | 1 | 10 | General Fund | 199.E41.XXXX | \$0.00 |
| 4 | 2 | 1 | General Fund | 199.E11.XXXX | \$0.00 |
| 4 | 2 | 3 | TIA Desingnation Distinction funds | | \$0.00 |
| 4 | 2 | 4 | Recruit and retain qualified personnel. | 199.E41.XXXX | \$0.00 |
| 4 | 2 | 6 | General Fund | 199.E41.XXXX | \$0.00 |
| 4 | 2 | 8 | General Fund | 199.E11.XXXX | \$0.00 |
| 4 | 2 | 9 | General Fund | 199.E41.XXXX | \$0.00 |

| 199 GENERAL FUND | | | | | |
|---------------------------------------|-----------|----------|--|--------------------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 2 | 10 | General Fund | 199.E41.XXXX | \$0.00 |
| 4 | 2 | 11 | General Fund | 199.E41.XXXX | \$0.00 |
| 4 | 3 | 1 | Professional growth opportunities | 199.E41.XXXX | \$0.00 |
| 4 | 3 | 2 | Professional growth opportunities | 199.E41.XXXX | \$0.00 |
| 4 | 3 | 4 | Professional growth opportunities | 199.E41.XXXX | \$0.00 |
| 4 | 3 | 5 | Professional Development | | \$1,550.00 |
| 4 | 3 | 6 | | 6411 | \$4,500.00 |
| 4 | 4 | 1 | General Fund | 199.E41.XXXX | \$0.00 |
| 4 | 4 | 2 | General Fund | 199.E41.XXXX | \$0.00 |
| 4 | 4 | 4 | General Fund | 199.E41.XXXX | \$0.00 |
| 5 | 1 | 2 | Registration Costs | | \$0.00 |
| 5 | 1 | 11 | Contracted Services/Equipment | | \$0.00 |
| 5 | 1 | 17 | Contracted Services | | \$0.00 |
| Sub-Total | | | | | \$5,620,665.07 |
| 201 TITLE I SIP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 9 | 1 | Technology Equipment, Software | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 206 TEHCY | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 11 | 2 | Grant to support Homeless Students | 206 PIC 24 | \$27,370.00 |
| 3 | 3 | 2 | Virtual TEHCY Trainings/Conferences - NAEHCY | 206.E21.6411.F3.802.1.24 | \$2,060.00 |
| Sub-Total | | | | | \$29,430.00 |
| 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 11 | 2 | Transportation Costs associated with excess costs of transportation for students | 207 PIC 24 | \$13,000.00 |
| 1 | 11 | 2 | Contracted Services (Counseling Services on Mental Health Needs/Issues) | 207 PIC 24 | \$10,000.00 |
| 1 | 11 | 2 | Leadership Student Opportunities or Conferences for MS & HS M-V Students | 207 PIC 24 | \$14,860.00 |
| 1 | 11 | 2 | College Trips (Student Subsistence Costs) | 207 PIC 24 | \$1,500.00 |
| 1 | 11 | 2 | Contracted Services (Local Regional Service Center) | 207 PIC 24 | \$13,000.00 |

| 207 ARP HOMELESS I-TEHCY SUPPLEMENTAL | | | | | |
|---------------------------------------|-----------|----------|--|-------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$52,360.00 |
| 208 ARP HOMELESS II FEDERAL GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 11 | 2 | Student Educational Field Trips (Extra Duty Pay for Teachers) | 208 PIC 24 | \$55,000.00 |
| 1 | 11 | 2 | Student Educational Field Trips (Supplies and Materials) | 208 PIC 24 | \$25,000.00 |
| 1 | 11 | 2 | Student Educational Field Trips (Transportation and Student Subsistence Costs) | 208 PIC 24 | \$69,116.00 |
| Sub-Total | | | | | \$149,116.00 |
| 211 ESEA, TI A IMP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 3 | Professional Development/ Conferences | 211.13.6411 | \$0.00 |
| 1 | 5 | 11 | Credit Recovery Software | 211.11.6247 | \$300,000.00 |
| 1 | 5 | 11 | Extra Duty Pay | 211.11.6100 | \$0.00 |
| 1 | 5 | 16 | AVID MEMBERSHIP | 211 E 11 6495 Q6 XXX 2 30 000 | \$66,762.00 |
| 1 | 5 | 16 | AVID Program for Secondary Schools - AVID Tutor Salaries w/ Fringe Benefits | 211.E11.6125.Q6.XXX.0.30 | \$40,000.00 |
| 1 | 6 | 1 | Math Resources | | \$5,436.00 |
| 1 | 6 | 2 | Instructional Resources and Software | | \$86,929.00 |
| 1 | 6 | 2 | SOFTWARE | | \$23,958.00 |
| 1 | 6 | 3 | AVID | 211.11.6495 | \$66,762.00 |
| 1 | 6 | 3 | Professional Development as needed | 211.11.6247 | \$0.00 |
| 1 | 6 | 7 | Robotic Equipment and Materials | 211.E11.6391.RB.xxx. | \$11,000.00 |
| 1 | 6 | 8 | TEKS RESOURCE SYSTEM | 211E116247t6XXX230000 | \$81,777.00 |
| 1 | 6 | 8 | Technology Resources/Software | | \$50,000.00 |
| 1 | 6 | 9 | Extra-duty pay for summer school during the summer months. | 211.E11.6117.00.699.0.24 | \$400,000.00 |
| 1 | 6 | 9 | Supplemental supplies for summer school programs. | 211.E11.6399.00.699.0.24 | \$85,000.00 |
| 1 | 6 | 10 | Summer School Extra Duty Pay and Resources | | \$0.00 |
| 1 | 6 | 10 | Intersession Extra Duty Pay and Resources | | \$0.00 |
| 1 | 6 | 13 | Vision services for children in schoolwide campuses. | 211 PIC 24 | \$1,000.00 |
| 1 | 6 | 17 | Online Evaluation Software | | \$85,000.00 |
| 1 | 6 | 18 | Contracted Services | | \$46,000.00 |

| 211 ESEA, TI A IMP | | | | | |
|--------------------|-----------|----------|---|-----------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 19 | Contracted Services | | \$46,000.00 |
| 1 | 6 | 22 | Extra Duty Pay for Tutoring (October & March) | 211 E 11 6117 00 802 0 24 | \$0.00 |
| 1 | 7 | 1 | Professional Development | | \$55,000.00 |
| 1 | 7 | 3 | Extra Duty Pay/Resources | | \$0.00 |
| 1 | 7 | 4 | Instructional Resources | | \$25,000.00 |
| 1 | 7 | 5 | Professional Development | | \$5,000.00 |
| 1 | 7 | 6 | Travel for Professional Development | | \$2,000.00 |
| 1 | 7 | 7 | Travel for Professional Development | | \$0.00 |
| 1 | 7 | 8 | Professional Development Hospitality for Staff | | \$765.00 |
| 1 | 7 | 8 | Professional Development and Resources | | \$19,500.00 |
| 1 | 7 | 9 | Professional Development | 211.13.6218.00.805.2.24 | \$13,000.00 |
| 1 | 7 | 10 | Technology Resources | | \$0.00 |
| 1 | 8 | 1 | Instructional Resources | | \$0.00 |
| 1 | 8 | 4 | Extra Duty Pay/ Resources | | \$0.00 |
| 1 | 8 | 5 | Instructional Resources for ELL | | \$0.00 |
| 1 | 8 | 6 | Instructional Resources | | \$0.00 |
| 1 | 8 | 14 | Instructional Resources | 211.11.6399.00.xxx.5.24 | \$0.00 |
| 1 | 9 | 1 | Technology Equipment, Software | | \$115,000.00 |
| 1 | 9 | 2 | Technology Extra Duty Pay | 211.13.6117.00.803.5.30 | \$0.00 |
| 1 | 9 | 2 | Region 19 Sessions | 211.21.6239.00.803.5.30 | \$0.00 |
| 1 | 9 | 2 | Computer Software and Resources | 211.11.6395.Q4.XXX.7.30.000 | \$0.00 |
| 1 | 9 | 4 | Travel for Conferences/Professional Development | | \$0.00 |
| 1 | 9 | 6 | Technology Equipment | 211.11.6390.00.XXX.9.30 | \$0.00 |
| 1 | 10 | 2 | Extra Duty Pay, Contracted Services | 211.13.6117.00.803.5.30 | \$0.00 |
| 1 | 10 | 2 | Region 19 Sessions | 211.21.6239.00.803.5.30 | \$0.00 |
| 1 | 10 | 7 | Software; Contracted services; Technology components | | \$15,000.00 |
| 1 | 11 | 1 | Instructional monitoring by Homeless Liaison - Salary for McKinney-Vento Specialist | 211 PIC 24 | \$0.00 |
| 1 | 11 | 2 | Emergency Clothing/Uniforms/Caps & Gowns | 211 PIC 24 | \$1,200.00 |
| 1 | 13 | 1 | Professional Contracted Services by Campuses (\$26,000 per Coordinator) | 211 PIC 30 HCD | \$364,000.00 |

| 211 ESEA, TI A IMP | | | | | |
|--|-----------|----------|--|----------------------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 14 | 1 | | 214 - Title I, ESF Support | \$848,935.00 |
| 1 | 14 | 3 | | | \$1,000.00 |
| 2 | 2 | 4 | Salary | 211.11.6100 | \$0.00 |
| 2 | 2 | 5 | Extra Duty Pay | 211.11.6100 | \$0.00 |
| 2 | 2 | 9 | PROFESSIONAL DEVELOPMENT | 211E.31.6239 | \$1,000.00 |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | \$0.00 |
| 5 | 1 | 2 | Campus and District Activities | | \$10,000.00 |
| 5 | 1 | 13 | UTEP Educational Activity for CJHS | 211.E11.6494.57.041.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for EMMS | 211.E11.6494.57.042.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for HMS | 211.E11.6494.57.044.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for REMS | 211.E11.6494.57.045.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for WDS | 211.E11.6494.57.101.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for RSE | 211.E11.6494.57.102.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for DHE | 211.E11.6494.57.103.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for MVE | 211.E11.6494.57.104.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for FME | 211.E11.6494.57.105.0.30 | \$0.00 |
| 5 | 1 | 13 | UTEP Educational Activity for CTW | 211.E11.6494.57.106.0.30 | \$0.00 |
| Sub-Total | | | | | \$2,872,024.00 |
| 212 ESEA, TIP-C EDM I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 12 | 1 | Shared Services Arrangement with Region XIX Migrant Education Program | Fund 212 | \$0.00 |
| 1 | 12 | 2 | Shared Services Arrangement with Region XIX Migrant Education Program | Fund 212 | \$0.00 |
| 1 | 12 | 3 | Shared Services Arrangement with Region XIX Migrant Education Program | Fund 212 | \$0.00 |
| 1 | 12 | 4 | Fund 212 | Fund 212 | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 214 TITLE I, ESF-FOCUSED SUPPORT GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 1 | Reading Materials | | \$1,400.00 |

| 214 TITLE I, ESF-FOCUSED SUPPORT GRANT | | | | | |
|--|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | TECHNOLOGY EQUIPMENT FOR STAFF | | \$80,000.00 |
| 1 | 7 | 1 | Professional Development- Mapping | | \$74,000.00 |
| Sub-Total | | | | | \$155,400.00 |
| 224 IDEA, PART B FORMULA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 244 VOC ED BASIC GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 12 | CTE Resources | 244.11.6399 | \$3,500.00 |
| 1 | 7 | 1 | Professional Development and Resources | | \$0.00 |
| 1 | 7 | 6 | Travel for Professional Development | | \$0.00 |
| Sub-Total | | | | | \$3,500.00 |
| 255 ESEA, TIIA,TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | SOFTWARE- | | \$35,000.00 |
| 1 | 6 | 2 | Teacher and Principal Resources | 255.13. | \$5,000.00 |
| 1 | 6 | 16 | Contracted online services | | \$4,000.00 |
| 1 | 6 | 20 | INTERVENTION TRAINING PD SERIES | | \$25,000.00 |
| 1 | 6 | 26 | Mentor Teacher Coordinator Salaries | | \$210,000.00 |
| 1 | 7 | 1 | Professional Development and Resources | | \$38,500.00 |
| 1 | 7 | 3 | Extra Duty Pay/Resources | | \$7,500.00 |
| 1 | 7 | 6 | Travel for Professional Development | | \$7,200.00 |
| 1 | 7 | 7 | Travel for Professional Development | | \$0.00 |
| 1 | 7 | 8 | Professional Development and Resources | | \$17,700.00 |
| 1 | 7 | 11 | Contracted Services and materials | | \$85,000.00 |
| 1 | 8 | 5 | RESOURCES-FIELD GUIDES | | \$5,000.00 |

| 255 ESEA, TIIA,TPTR | | | | | |
|-------------------------------------|-----------|----------|--|-----------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | \$0.00 |
| Sub-Total | | | | | \$439,900.00 |
| 263 ESEA, TIII LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 1 | ELL Resources | 263.11.6399 | \$60,000.00 |
| 1 | 6 | 2 | ELL Resources | 263.11.6399 | \$25,000.00 |
| 1 | 6 | 2 | ELL RESOURCES | 263.11.6329 | \$25,000.00 |
| 1 | 6 | 8 | Technology Resources/Software | | \$82,000.00 |
| 1 | 7 | 1 | Professional Development and Resources | | \$0.00 |
| 1 | 7 | 6 | Travel for Professional Development | | \$0.00 |
| 1 | 7 | 6 | Professional Development Via Virtual Sessions | | \$35,000.00 |
| 1 | 7 | 8 | Professional Development and Resources | | \$10,000.00 |
| 1 | 8 | 1 | ELL Instructional Resources | | \$28,000.00 |
| 1 | 8 | 2 | ELL Materials | | \$240,000.00 |
| 1 | 8 | 3 | ELL Resources | | \$30,000.00 |
| 1 | 8 | 4 | ELL Resources | | \$5,000.00 |
| 1 | 8 | 5 | Instrtuctional Resources for ELL | | \$50,000.00 |
| 1 | 8 | 6 | ELL Resources | | \$100,000.00 |
| 3 | 2 | 1 | Appropriate funds from all entitlements, grants and local funds (199, 211, 212, 224, 263, 255, and SCE funds) SCE funds will be used to provide supplemental services to all students under the school-wide flexibility. | | \$0.00 |
| 5 | 1 | 2 | | | \$100,000.00 |
| Sub-Total | | | | | \$790,000.00 |
| 264 COMMUNITY SERVICE GRANT PROGRAM | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 8 | TECHNOLOGY EQUIPMENT-LAPTOP | 264.21.6383.00.805.1.24.D11 | \$1,400.00 |
| 1 | 6 | 8 | AUDIO VISUAL | 264.21.6390.00.805.1.24.D11 | \$60.00 |
| 1 | 14 | 3 | | | \$300,000.00 |
| 5 | 1 | 16 | Contracted Services | 264.E11.6299.00.805.124D11 | \$300,000.00 |

| 264 COMMUNITY SERVICE GRANT PROGRAM | | | | | |
|--|-----------|----------|--|-----------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 16 | Technology Resources and Equipment | 264.21.6383.00.805.1.24 | \$1,400.00 |
| 5 | 1 | 16 | Supplemental Pay - Stipends | 264 E 11 6118.00.805.1.24 | \$51,000.00 |
| Sub-Total | | | | | \$653,860.00 |
| 265 TITLE IV, PART B - 21st CENTURY COMMUNITY LEAR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | INSTRUCTIONAL MATERIALS AND SUPPLIES | | \$50,000.00 |
| 1 | 6 | 8 | Technology Resources-Laptops | | \$15,000.00 |
| 1 | 6 | 12 | Program Resources | | \$300,000.00 |
| 1 | 6 | 12 | General Supplies | | \$162,000.00 |
| 1 | 6 | 12 | Field Trip Expenses | | \$20,000.00 |
| 1 | 6 | 12 | FURNITURE / EQUIPMENT | | \$2,000.00 |
| 1 | 6 | 12 | Administrative Travel/Trng/Conferences | | \$10,000.00 |
| 1 | 6 | 12 | Technology Resources | | \$10,000.00 |
| 1 | 6 | 12 | Extra Duty | | \$8,000.00 |
| 1 | 6 | 12 | Audio/Visual | | \$5,000.00 |
| 1 | 7 | 6 | Travel for Professional Development | | \$10,000.00 |
| 5 | 1 | 15 | Program Resources | | \$200,000.00 |
| Sub-Total | | | | | \$792,000.00 |
| 272 MEDICAID ADMINISTRATIVE CLAIMING PROGRAM | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 8 | Technology Resources | | \$265,000.00 |
| 1 | 9 | 1 | | | \$210,000.00 |
| Sub-Total | | | | | \$475,000.00 |
| 279 TCLAS ESSER III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 19 | | 279.11.6399.04.004.1.30 | \$2,500.00 |
| 1 | 6 | 8 | TECHNOLOGY EQUIPMENT/PRINTERS/LAPTOPS | | \$34,450.00 |
| 1 | 6 | 8 | AUDIO VISUAL | 279.21.6390.00.805.1.24.000 | \$200.00 |
| 1 | 14 | 2 | | 279.E21.6383.01.805.1.24 | \$1,500.00 |
| 1 | 14 | 2 | | 279.13.6239.01.805.1.24.000 | \$3,000.00 |

| 279 TCLAS ESSER III | | | | | |
|----------------------------|-----------|----------|--|-----------------------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 14 | 2 | | 279.E21.6393.01.805.1.24 | \$900.00 |
| 1 | 14 | 2 | | 279.21.6411.01.805.1.24 | \$10,000.00 |
| 1 | 14 | 2 | | 279.E21.6399.01.805.1.24 | \$8,500.00 |
| 1 | 14 | 2 | | 279.21.6119.01.805.1.24 | \$55,500.00 |
| 1 | 14 | 2 | | 279.21.6218.01.805.1.24.000 | \$15,000.00 |
| 1 | 14 | 3 | Transportation | 279.11.6494.05.805.1.24 | \$200.00 |
| 1 | 14 | 3 | Supplemental pay - Stipends | 279 E 11 6118 | \$85,000.00 |
| 4 | 2 | 12 | Tuition | 279.13.6221.04.805.1.24000 | \$81,000.00 |
| 4 | 2 | 14 | Salaries and Extra Duty Pay | 279. 61XX | \$574,000.00 |
| 4 | 2 | 14 | Contracted Services | 279. 62XX | \$96,875.00 |
| 4 | 2 | 14 | Travel for STAFF | 279.64XX | \$18,431.00 |
| 4 | 2 | 14 | Program Resources | 279.63XX | \$36,359.00 |
| Sub-Total | | | | | \$1,023,415.00 |
| 281 TITLE IV, PART A SSAEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | Instructional Resources | 281.11.6399 | \$35,000.00 |
| 1 | 6 | 7 | Robotic Supplies & Materials | 281.11.6399.RB.XXX | \$70,000.00 |
| 1 | 6 | 7 | Robots | 281.11.6399.RB.xxx | \$70,000.00 |
| 1 | 6 | 7 | VEX Robotics World Championship Registration/Airfare/Lodging | 281.11.6410.RB.xxx | \$6,500.00 |
| 1 | 6 | 7 | Technology Resources | | \$43,000.00 |
| 1 | 6 | 7 | TCEA State Competition Transportation | 281.11.6494.RB.851 | \$3,200.00 |
| 1 | 6 | 7 | Technology Resources/Laptops | 281.11.6383.RB.XXX | \$4,000.00 |
| 1 | 6 | 7 | Entry Fees & Transportation | 281.11.6410.RB.XXX.2.30.000 | \$22,475.00 |
| 1 | 6 | 7 | VEX Robotics World Championship Meals | 281.11.6412.RB.xxx | \$770.00 |
| 1 | 6 | 7 | TCEA State Competition Meals | 281.11.6412.RB.851 | \$1,345.00 |
| 1 | 6 | 7 | Robotics Meals | | \$500.00 |
| 1 | 6 | 7 | TCEA State Competition Registration/Lodging | 281.11.6410.RB.851 | \$3,700.00 |
| 1 | 6 | 7 | VEX Robotics World Championship Transportation | 281.11.6494.RB.xxx | \$1,545.00 |
| 1 | 6 | 8 | Activities to support effective use of technology | General Supplies | \$700.00 |
| 1 | 6 | 8 | Activities to support effective use of technology. | 281.E11.6395.00.802.0.24 | \$0.00 |

| 281 TITLE IV, PART A SSAEP | | | | | |
|----------------------------|-----------|----------|--|------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 7 | 1 | Professional Development and Resources | | \$6,000.00 |
| 1 | 7 | 12 | Supplemental resources and materials | | \$35,000.00 |
| 1 | 7 | 12 | Professional Development, Supplies | | \$6,000.00 |
| 2 | 1 | 3 | Funding for SRO's | | \$201,000.00 |
| 2 | 1 | 6 | School Resource Office Program | 211.E52.6219.61.802.0.24 | \$201,000.00 |
| 2 | 1 | 21 | | | \$40,000.00 |
| Sub-Total | | | | | \$751,735.00 |
| 282 ESSER III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | Instructional Resources | | \$189,931.00 |
| 1 | 6 | 2 | SEL-SUPPLIES | | \$1,000.00 |
| 1 | 6 | 2 | BASIC SCHOOL SUPPLIES FOR STUDENTS | | \$447,000.00 |
| 1 | 6 | 6 | Resources for Staff | 6383 | \$55,000.00 |
| 1 | 6 | 8 | TECH EQUIPMENT/PANELS | | \$20,000.00 |
| 1 | 6 | 9 | Extra Duty Pay | 282.E11.6117.00.xxx.0.24 | \$50,000.00 |
| 1 | 6 | 10 | Intersession Resources | | \$0.00 |
| 1 | 6 | 17 | Online Evaluation Software | | \$88,125.00 |
| 1 | 6 | 18 | Software | | \$47,651.00 |
| 1 | 6 | 19 | NWEA MAP | 282.11.6247 | \$90,000.00 |
| 1 | 6 | 20 | Salaries for Intervention Teachers | 282.11.6119 | \$910,000.00 |
| 1 | 7 | 1 | NEW TEACHER CENTER | 282 | \$12,500.00 |
| 1 | 7 | 6 | Travel for Professional Development | | \$5,000.00 |
| 1 | 9 | 1 | Laptop for CECA | 282.E11.6383.00.009.1.30.000 | \$578,827.00 |
| 1 | 9 | 1 | | 282.E11.6299.00.851.1.30SEL | \$3,000.00 |
| 1 | 9 | 6 | Technology Google Workspace Software | 282E11624700851199 | \$44,200.00 |
| 1 | 9 | 6 | Technology Resources for Calming & Sensory Rooms | 282.E11.6391.00.851.1.24.SEL | \$3,000.00 |
| 1 | 9 | 6 | Technology Amplified IT Software | 282E11629900851199 | \$7,117.47 |
| 1 | 10 | 6 | Salaies for Technology Coaches (Secondary) | 282.11.6119 | \$560,000.00 |
| 2 | 1 | 1 | | | \$125,000.00 |
| 2 | 2 | 2 | Funding for Salaries | | \$890,000.00 |

| 282 ESSER III | | | | | |
|---|-----------|----------|--|----------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 3 | Curriculum Materials and Training for SEL | | \$65,000.00 |
| 2 | 2 | 3 | PBIS SOFTWARE | 282E116247 | \$50,000.00 |
| 4 | 2 | 2 | Retention Stipend | 282.xx.6100 | \$1,586,906.14 |
| Sub-Total | | | | | \$5,829,257.61 |
| 285 IDEA-B PRESCHOOL ARP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 8 | 16 | Supplemental materials & supplies | | \$6,000.00 |
| Sub-Total | | | | | \$6,000.00 |
| 290 SCHOOL HEALTH SUPPORT GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | | | \$365,000.00 |
| 2 | 1 | 2 | | | \$75,000.00 |
| Sub-Total | | | | | \$440,000.00 |
| 291 SPECIAL REVENUE EMERGENCY CONNECTIVITY FUND | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 9 | 1 | BUS WIFI AND HOTSPOTS | | \$350,000.00 |
| Sub-Total | | | | | \$350,000.00 |
| 410 STATE INSTRUCTIONAL MATERIALS - IMA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 2 | Textbooks | 410.11.6393.31 | \$70,000.00 |
| 1 | 5 | 9 | Textbooks for college prep clases | 410.11.6391 | \$10,000.00 |
| 1 | 6 | 1 | Textbooks | 410.11.6321 | \$200,809.00 |
| 1 | 6 | 2 | SOFTWARE | | \$7,655.00 |
| 1 | 6 | 2 | IMA TECHNOLOGY APPLICATIONS | 410.11.6247 | \$11,000.00 |
| 1 | 6 | 2 | Instructional Resources and Textbooks | 410.11.6321 | \$30,000.00 |
| 1 | 7 | 10 | Technology Resources | | \$0.00 |
| 1 | 9 | 1 | Technology Equipment, Software | | \$0.00 |
| 1 | 9 | 3 | Instructional Technology Coordinators Salaries | 410.11.6119 | \$0.00 |
| 1 | 9 | 6 | Technology Equipment | | \$0.00 |
| 1 | 10 | 1 | Instructional Technology Staff Salaries | 410.13.6119 | \$0.00 |

| 410 STATE INSTRUCTIONAL MATERIALS - IMA | | | | | |
|---|-----------|----------|--|-----------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$329,464.00 |
| 412 PUBLIC SCHOOL CHILD CARE - STRONG FOUNDATIONS | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 15 | 1 | Extra Duty Pay - Stipends | 412.XX.61XX.00.805.3.214 | \$15,040.00 |
| 1 | 15 | 2 | Contracted Services | 412.21.6299.00.805.3.24 | \$87,500.00 |
| 1 | 15 | 3 | Resources | 412.21.63XX.00.805.3.24 | \$4,966.00 |
| 1 | 15 | 3 | Software | 412.13.6395.00.805.3.24.000 | \$350.00 |
| 1 | 15 | 3 | Travel and Hospitality for Staff | 412.21.64XX.00.805.3.24 | \$12,000.00 |
| Sub-Total | | | | | \$119,856.00 |
| 437 SPECIAL REVENUE TCLAS | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 1 | Textbooks | | \$2,500.00 |
| 1 | 6 | 8 | TECHNOLOGY RESOURCES/SOFTWARE | | \$0.00 |
| 1 | 7 | 8 | Professional Development and Resources | | \$70,675.00 |
| 4 | 2 | 12 | | | \$75,000.00 |
| 4 | 2 | 13 | | 437.13.6218.02.805.2.24 | \$5,000.00 |
| 4 | 2 | 13 | | | \$25,000.00 |
| Sub-Total | | | | | \$178,175.00 |
| 439 TEXAS READING INITIATIVE - DSYLEXIA GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | DYSLEXIA SERVICES AND SUPPLIES | | \$5,500.00 |
| Sub-Total | | | | | \$5,500.00 |
| 440 SILENT PANIC ALERT GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 9 | 6 | Technology- FrontRow | | \$27,000.00 |
| 2 | 1 | 22 | | | \$27,000.00 |
| Sub-Total | | | | | \$54,000.00 |
| 447 STATE FUNDED - AUTISM GRANT | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 10 | Extra Duty Pay | | \$25,000.00 |

| 447 STATE FUNDED - AUTISM GRANT | | | | | |
|---|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 8 | 16 | Instructional supplemental materials, resources & supplies | | \$10,000.00 |
| 1 | 8 | 19 | Resources for staff | | \$3,517.38 |
| 4 | 3 | 5 | Professional Development | | \$8,000.00 |
| 5 | 1 | 14 | Snacks/refreshments will be provided | | \$900.00 |
| Sub-Total | | | | | \$47,417.38 |
| 485 LOCALLY FUNDED SPECIAL REVENUE - HEALTHY KIDS | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 6 | | 485 E | \$1,500.00 |
| 2 | 1 | 21 | | 485 E | \$1,500.00 |
| Sub-Total | | | | | \$3,000.00 |
| 498 CREEED FOUNDATION | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 2 | 12 | Tuition and Textbooks | | \$32,403.00 |
| Sub-Total | | | | | \$32,403.00 |

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|---------------------------------------|-------------|------------------|--------------|
| Bullying Prevention | Director of Guidance Counseling | | James Littlejohn | 2/18/2022 |
| Coordinated Health Program | Secondary Science Coordinator | | James Littlejohn | 2/18/2022 |
| Disciplinary Alternative Education Program (DAEP) | Director of DAEP | | James Littlejohn | 2/18/2022 |
| Decision-Making and Planning Policy Evaluation | Assistant Superintendent | | James Littlejohn | 2/18/2022 |
| Dropout Prevention | Directors of Guidance and Counseling | | James Littlejohn | 2/18/2022 |
| Dyslexia Treatment Program | Director of Special Education | | James Littlejohn | 2/18/2022 |
| Title I, Part C Migrant | Director of Federal Programs | | James Littlejohn | 2/18/2022 |
| Pregnancy Related Services | Director of Guidance and Counseling | | James Littlejohn | 2/18/2022 |
| Post-Secondary Preparedness | Director of Advanced Academics | | James Littlejohn | 2/18/2022 |
| Child Abuse and Neglect | Director of Guidance and Counseling | | James Littlejohn | 2/18/2022 |
| Student Welfare: Crisis Intervention Programs and Training | Director of Guidance and Counseling | | James Littlejohn | 2/18/2022 |
| Technology Integration | Technology Instructional Coordinators | | James Littlejohn | 2/18/2022 |