

Calallen Independent School District



2024-2025 Formative Reviews

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

Performance Objective 1 High Priority

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

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Met Performance Objective

Strategy 1 Results Driven Accountability

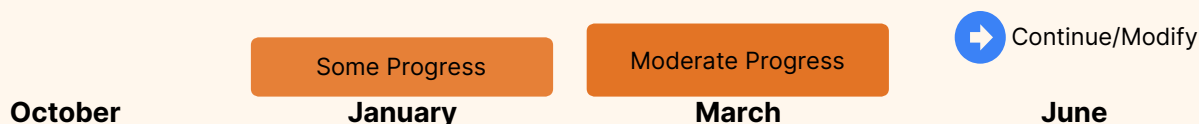
Administer curriculum-based assessments in social studies and science grades 2-12; in math grades K-12 , and ELAR grades K-12.

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

Staff Responsible for Monitoring: Campus admin, curriculum dept

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

Formative Reviews



Strategy 2

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

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

Staff Responsible for Monitoring: District and campus admin, teachers

Funding Sources: 199 - General Fund: Early Education,

Formative Reviews

Some Progress


October

Some Progress

January

Moderate Progress

March

 Discontinue

June

Strategy 3 Results Driven Accountability

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

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

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

Funding Sources: 199 - General Fund,

Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Strategy 4

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

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

Staff Responsible for Monitoring: Campus admin, teachers

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

Formative Reviews

No Progress


October

No Progress

January

Some Progress

March

 Discontinue

June

Strategy 5 Results Driven Accountability

Focus on providing instruction that will meet the needs of all special education students. Monitor the number of special education students mastering and/or demonstrating growth on appropriate STAAR assessments and provide necessary interventions. Provide funding for classroom resources and manipulatives for increased & enhanced hands-on learning

experiences. Administrators will attend ARDs and report DMAC and NWEA progress measures if available.

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

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

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

Formative Reviews



Strategy 6

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

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

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

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

Formative Reviews



Strategy 7

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

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

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

Funding Sources: 199 - General Fund: Early Education,

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 8

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

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

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

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

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 9

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

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

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

Funding Sources: 410 - Instructional Materials Allotment,

Formative Reviews

October

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 10

Provide a structured and supportive learning environment (DAEP) for students removed from the

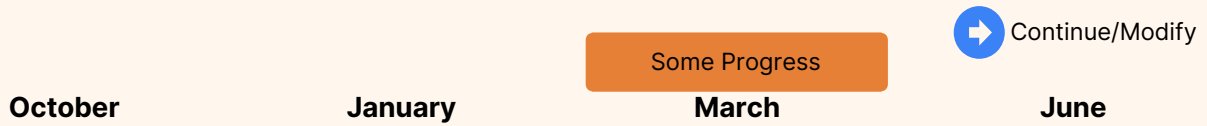
regular campus by discretionary or mandatory means. Review program criteria and provide necessary modifications. Consider groups served, attendance rates, pre- and post- assessment results, dropout, graduation, and recidivism rates. Utilize Restorative Practice with students.

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

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

Funding Sources: 199 - General Fund: SCE,

Formative Reviews



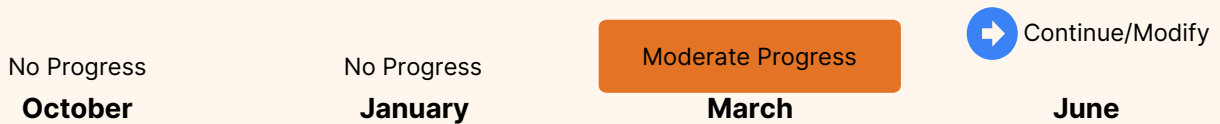
Strategy 11

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

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

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

Formative Reviews



Strategy 12

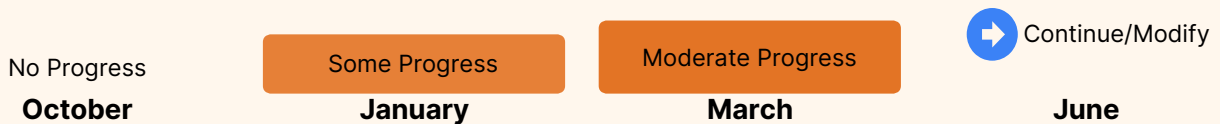
Utilize evidence-based learning strategies such as guided reading and guided math to ensure alignment with the challenging State academic standards in grades K-5.

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

Staff Responsible for Monitoring: Campus admin, curriculum specialists

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

Formative Reviews



Strategy 13

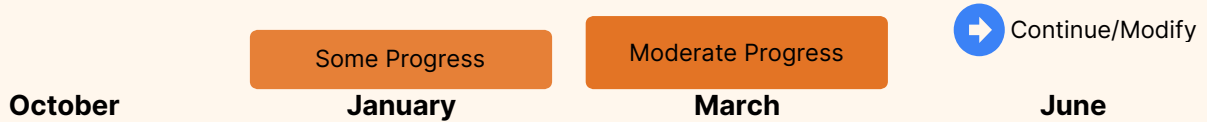
The curriculum director (A18, B2, B12) and her team will plan and implement activities related to closing the achievement gap by addressing learning loss and providing school personnel with the resources necessary to address the needs of their individual students.

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

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

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

Formative Reviews



Strategy 14 Results Driven Accountability

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

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

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

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

Formative Reviews



Performance Objective 2 High Priority HB3 Goal

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

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

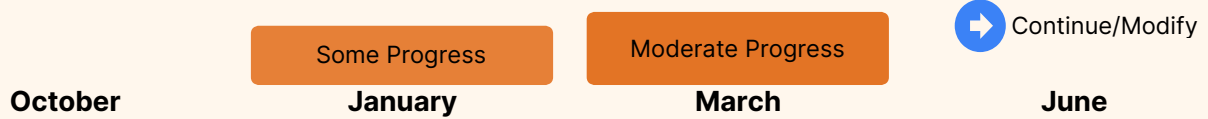
Strategy 1 Results Driven Accountability

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

Strategy's Expected Result/Impact: Differentiated instruction training

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

Formative Reviews



Strategy 2

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

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

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

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

Formative Reviews



Strategy 3

Provide remediation for students not passing any area of the STAAR assessments; monitor and update at-risk status. Utilize aligned, common assessments for core subject areas. Utilize CISD's accelerated learning committee to develop an individual educational plan for any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading. For any student who does not pass the STAAR test in grades 3-8 or STAAR (EOC)

end-of-course assessments, CISD will provide clarification of prior accelerated instruction requirements, specifying that it must include either: being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or receiving supplemental instruction (tutoring) before or after school, or embedded in the school day.

Summer school will also be provided as needed (A16). Provide funding to pay teachers (or provide paras) for after school tutoring/remediation hours & continue funding for USATestPrep program.

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

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

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

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

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

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

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

Formative Reviews

October

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 High Priority HB3 Goal

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

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

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

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

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

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

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

Utilize ESSER III funds for one reading and one math interventionist at CMS. Also use ESSER III funds (B2) for 1 elementary math interventionist. Utilize Title 1, Part A funds for 2 math interventionist. One at East Elementary and one at Magee Intermediate. Also, use Title I, Part A for the elementary/intermediate Extended Day Program (EDP), supplemental contracted tutoring and/or interventionists (A17), and parental involvement. Fully implement the Parent and Family Engagement Plan. Conduct a wide variety of parent meetings to meet identified needs.

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

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

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

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Discontinue

June

Strategy 3

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

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

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

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

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

Formative Reviews

Moderate Progress

Moderate Progress

Moderate Progress



Accomplished

Strategy 4

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

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

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

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

Formative Reviews

No Progress


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 5

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

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

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

Funding Sources: 287 - ESSA Title IV - SSAEP,

Formative Reviews

Some Progress


October

Some Progress

January

Considerable Progress

March

 Continue/Modify

June

Performance Objective 4 HB3 Goal

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

TEA Priorities: Connect high school to career and college

Evaluation Data Source: TEA Accountability Reports

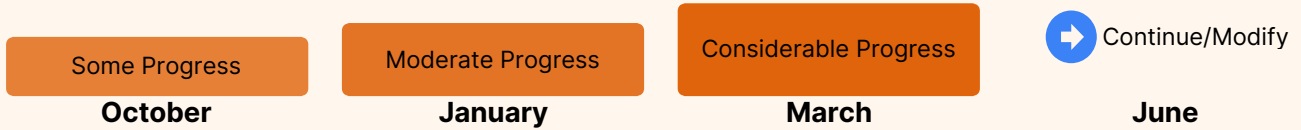
Strategy 1 Results Driven Accountability

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

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

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

Formative Reviews



Strategy 2

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

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

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

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

Formative Reviews



Performance Objective 5 HB3 Goal

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

TEA Priorities: Connect high school to career and college

Evaluation Data Source: TEA Accountability Reports

Strategy 1

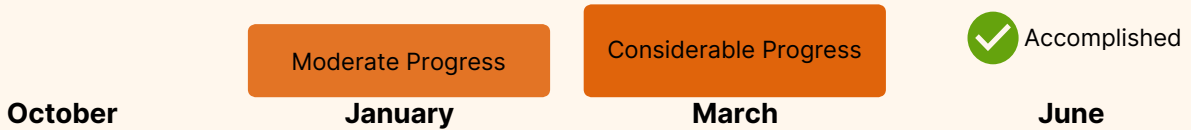
Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Utilize Naviance for career aptitude and interest in grades 6-12.

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

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

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

Formative Reviews



Strategy 2

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

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

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

Funding Sources: 199 - General Operating: CCMR,

Formative Reviews



Strategy 3

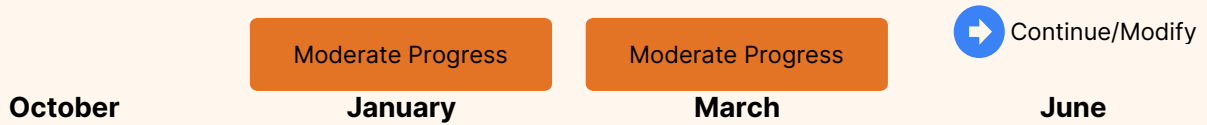
The CHS career counselor partners with the district testing coordinator to oversee career exposure, career day, college day, field trips, parent speaking about their career, dual credit, certification programs, career and interest assessments, TSI assessment, partnering with colleges proprietary schools,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

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

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

Funding Sources: 199 - General Operating - CTE,

Formative Reviews



Strategy 4

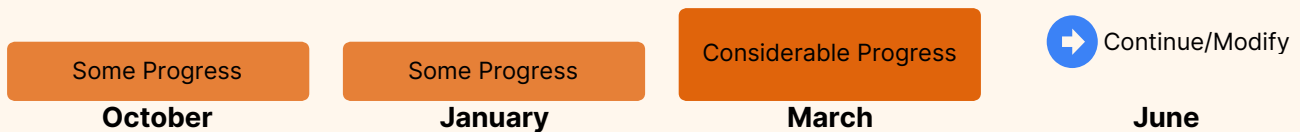
Provide CTE courses that will equip students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and prepare students for both post-secondary education and the career of their choice.

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

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

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

Formative Reviews



Strategy 5

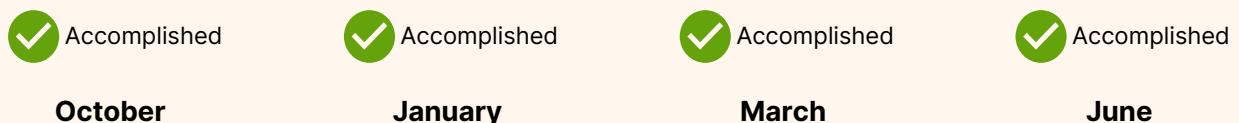
Provide enriched accelerated courses (PAC), AP, dual credit, and CTE courses to assist students in acquiring an associate's degree, certifications, and /or licensing.

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

Staff Responsible for Monitoring: Campus admin, career counselor

Funding Sources: 199 - General Operating - CTE,

Formative Reviews



Strategy 6

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

"Career Concentration" at the high school level.

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

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

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

Formative Reviews



Strategy 7

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

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

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

Formative Reviews



Performance Objective 6 High Priority HB3 Goal

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

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective


Strategy 1

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

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

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

Formative Reviews

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October	January	March	June

Strategy 2

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

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

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

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

Formative Reviews

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October	January	March	June

Strategy 3

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

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

Staff Responsible for Monitoring: Curriculum dir, campus admin

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

Formative Reviews

		 Accomplished	 Accomplished
October	January	March	June

Performance Objective 7  **HB3 Goal**

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

TEA Priorities: Connect high school to career and college

Evaluation Data Source: TEA Accountability Reports

Summative Evaluation: Exceeded Performance Objective

Strategy 1

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

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

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

Funding Sources: 199 - General Operating: CCMR,

Formative Reviews



Goal 2

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

Performance Objective 1

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

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

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

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

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

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

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2

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

Provide access to online resources via the CISD website.

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

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

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 3

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

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

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

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

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Accomplished

June

Strategy 4

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

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

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

Staff Responsible for Monitoring: Counselors, campus admin

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Accomplished

June

Strategy 5

Title I campuses will utilize Title I, Part A funds to fully implement a parent and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities through trainings,

the PTA, SBDM, and DEIC. There will also be coordination and integration of federal, state, and local services and programs to ensure student success.

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

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

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

Formative Reviews



Performance Objective 2

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

Evaluation Data Source: Surveys and program usage reports

Summative Evaluation: Met Performance Objective

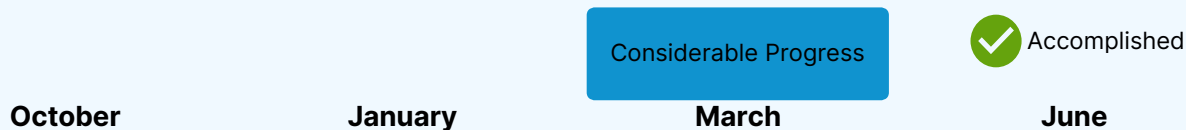
Strategy 1

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

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

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

Formative Reviews



Strategy 2

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

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

Staff Responsible for Monitoring: District admin., data fellow

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

Formative Reviews

Moderate Progress


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June


Strategy 3

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


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

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


Formative Reviews

 Discontinue


October

 Discontinue

January

 Discontinue

March

 Accomplished

June

Strategy 4

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

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


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

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


Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Accomplished

June

Performance Objective 3 High Priority HB3 Goal

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

Evaluation Data Source: Safety drills

Summative Evaluation: Exceeded Performance Objective

Strategy 1

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

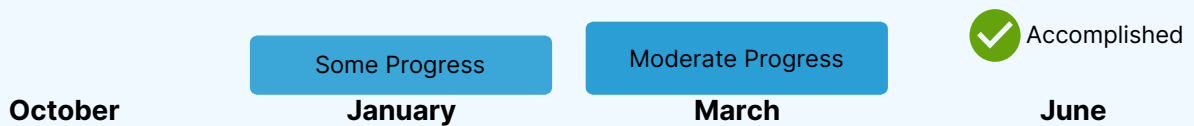
CISD will improve school conditions for student learning, promote the physical, mental, social and emotional well being of all students and provide counseling as needed and communicate frequently with parents.

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

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

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

Formative Reviews



Strategy 2

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

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

Staff Responsible for Monitoring: Supt, director of operations

Formative Reviews



Strategy 3

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

District peace officers to perform duties including:

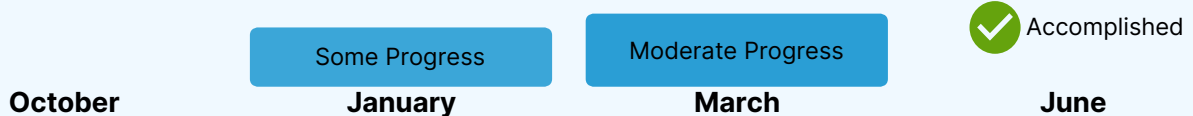
1. Assists with the maintenance of a safe and orderly school environment for students, staff, and visitors.
2. Protects all property, equipment, buildings, etc. located at the school campus.

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

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

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

Formative Reviews



Strategy 4

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

Strategy's Expected Result/Impact: Complete safety and security audits as required by the Texas Education Code.

The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus.

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

Formative Reviews



October

January

March

June

Goal 3

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

Performance Objective 1

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

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

Summative Evaluation: Met Performance Objective

Strategy 1

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

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

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

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

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

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

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

Funding Sources: 287 - ESSA Title IV - SSAEP,

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 2

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

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Trainings offered and attended

Summative Evaluation: Met Performance Objective

Strategy 1

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

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

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

Formative Reviews

October

January

March

June



Continue/Modify

Strategy 2

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

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

Staff Responsible for Monitoring: Tech integration specialists, data fellow

Formative Reviews

October

Some Progress

January

Moderate Progress

March

June



Continue/Modify

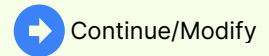
Strategy 3

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

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

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

Formative Reviews



October

January

March

June

Goal 4

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

Performance Objective 1

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

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Lesson plans

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

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

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


Staff Responsible for Monitoring: Supt, Director of HR

Formative Reviews

No Progress
October

No Progress
January

Moderate Progress
March

 Continue/Modify
June

Strategy 2

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

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

Staff Responsible for Monitoring: District and campus admin

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

Formative Reviews

 Accomplished
October

 Accomplished
January

 Accomplished
March

 Accomplished
June

Strategy 3

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

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

Staff Responsible for Monitoring: campus admin

Funding Sources: 199 - General Fund: Early Education,

Formative Reviews



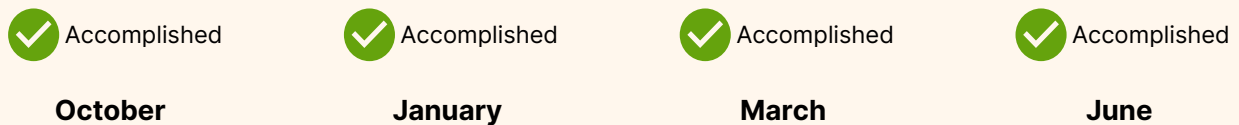
Strategy 4

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

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

Staff Responsible for Monitoring: Campus admin, curriculum dept

Formative Reviews



Strategy 5

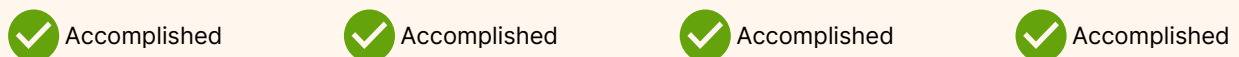
Provide Title I, Pt. A funding for reading specialists at the elementary campuses to supplement classroom instruction in a Tier 2 reading setting. Include aligned supplies and materials to enhance instruction. Increase focus and data tracking in reading and math labs for Rtl purposes

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

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

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

Formative Reviews



Strategy 6

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

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

Staff Responsible for Monitoring: Curriculum dept.

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

Formative Reviews



Strategy 7

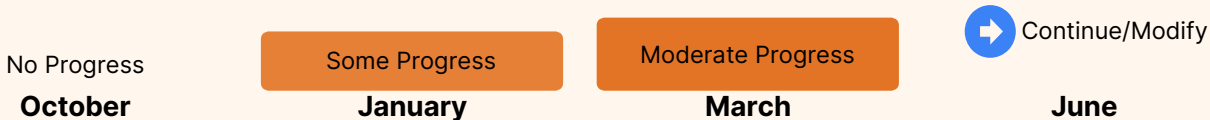
Utilize Title III funds to provide staff development opportunities for ESL/EL teachers in the following areas: language proficiency, listening, speaking, reading, writing, and learning strategies. Support supplemental programs such as Achieve 3000, Rosetta Stone and other programs identified in individual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

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

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

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

Formative Reviews



Strategy 8

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

emergent bilingual students.

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

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

Funding Sources: 199 - General Operating Bilingual,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 9

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

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

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

Funding Sources: 199 - General Fund: SCE,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 10 Results Driven Accountability

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

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

parents.

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

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

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

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 11

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

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

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

Funding Sources: 287 - ESSA Title IV - SSAEP,

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 12

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

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

Staff Responsible for Monitoring: District and campus admin, teachers

Formative Reviews



Discontinue

October

January

March

June

Strategy 13

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

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

Staff Responsible for Monitoring: Supt, campus admin

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

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 14

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

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

Staff Responsible for Monitoring: HR director, campus admin

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

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Discontinue

June

Performance Objective 2

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

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Teacher certificates

Summative Evaluation: Met Performance Objective

Strategy 1

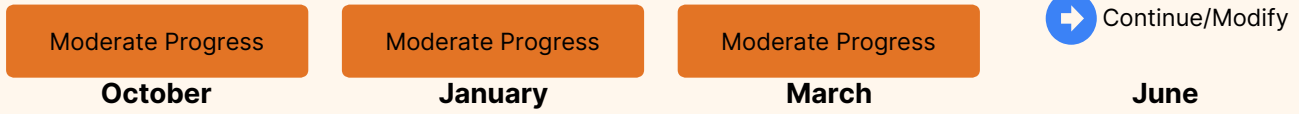
Ensure that all CISD teachers are appropriately certified and that the new hires meet certification status prior to employment. Ensure proper certification and training for early childhood teachers.

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

Staff Responsible for Monitoring: Assistant supt, campus administrators

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

Formative Reviews



Strategy 2

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

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

Staff Responsible for Monitoring: HR director, campus administrators

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

Formative Reviews



Strategy 3

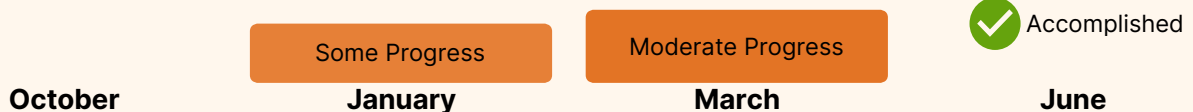
Conduct a district needs assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual certified teachers.

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

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

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

Formative Reviews



Strategy 4

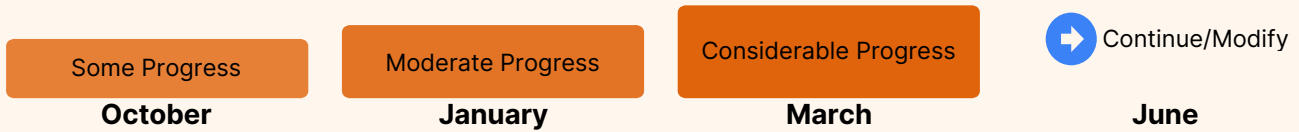
Educate teachers on all available STAAR assessments and academic achievement requirements so System Safeguards are met. Administrators and/or counselors will utilize DMAC data and

ensure that all district staff are familiar with and can effectively utilize DMAC.

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

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

Formative Reviews



Strategy 5

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

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

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

Formative Reviews



Strategy 6

TEA Priorities

Recruit, support, retain teachers and principals

6) The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

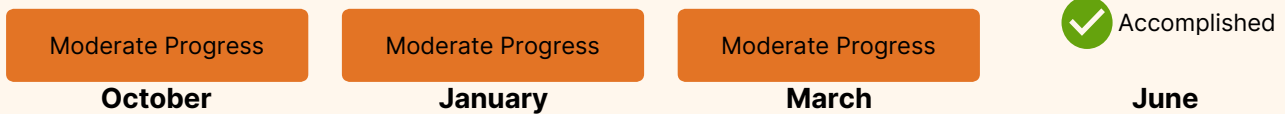
- a. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
- b. Recognize students displaying early warning signs and a possible need for early mental health intervention and substance abuse;

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

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

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

Formative Reviews



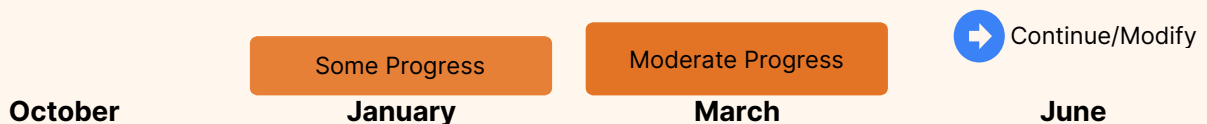
Strategy 7

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

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

Staff Responsible for Monitoring: Human Resources department

Formative Reviews



Strategy 8 **Results Driven Accountability**


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

intervention, progress monitoring and individualized success plans for Tier 2 and Tier 3 students.

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

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

Formative Reviews

 Accomplished

October

January

March

June


Strategy 9

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

Strategy's Expected Result/Impact: Exemplary applicants hired

Staff Responsible for Monitoring: Human resources dept.

Formative Reviews

 Continue/Modify

October

January

March

June

Performance Objective 3  **HB3 Goal**

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

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Source: lesson plans

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

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

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

Staff Responsible for Monitoring: Supt, curriculum dept.

Formative Reviews


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 2

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

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


Staff Responsible for Monitoring: Supt, campus admin

Formative Reviews

October

January

March

 Continue/Modify

June

Goal 5 Institutionalized Initiatives

Performance Objective 1 High Priority

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

Evaluation Data Source: Data on initiatives

Summative Evaluation: Exceeded Performance Objective

Strategy 1

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

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

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


Formative Reviews

October

January

March

June

 Discontinue

Strategy 2

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

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

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


Formative Reviews

October

January

March

June

 Discontinue

Strategy 3 Results Driven Accountability

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

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

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

Funding Sources: 224 - IDEA B, SpEd,

Formative Reviews



Strategy 4

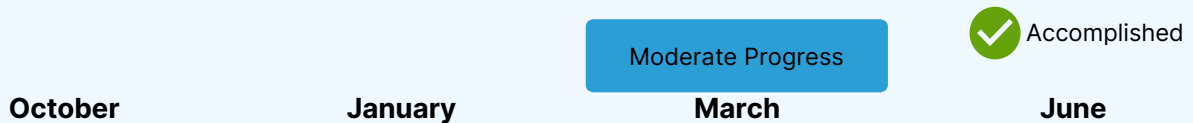
Ensure compliance with all components of the Results Driven Accountability (RDA), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators.

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

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

Funding Sources: 224 - IDEA B, SpEd,

Formative Reviews



Strategy 5 Results Driven Accountability

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

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

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

Funding Sources: 224 - IDEA B, SpEd,

Formative Reviews



Strategy 6 **Results Driven Accountability**

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

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

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

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 7

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

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

Staff Responsible for Monitoring: Special education director

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 8 **Results Driven Accountability**

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

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

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

Funding Sources: 199 - General Operating Bilingual,

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 9

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

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

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June