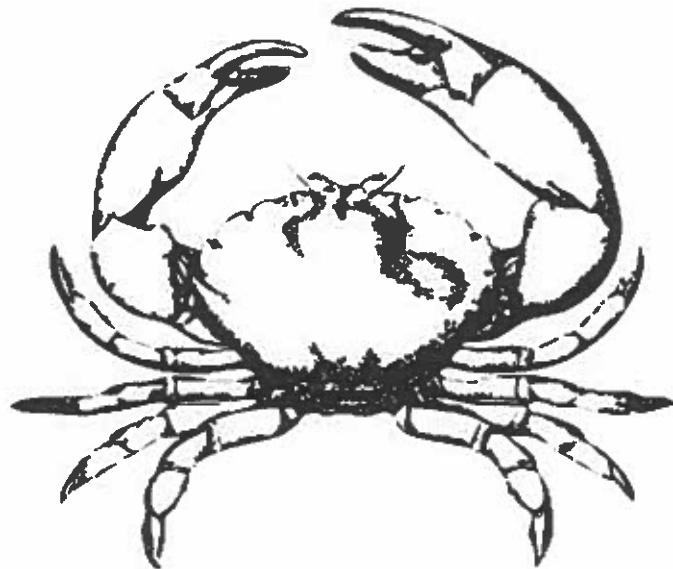


**Calhoun County Independent School District**  
**District Improvement Plan**  
**2023-2024**



## **Mission Statement**

# **"Quality Schools - Successful Students"**

## **Vision**

Calhoun County ISD is committed to meeting the needs of every student through quality instruction, both academically and vocationally, that will allow them to realize their potential as productive members of society.

# Goals

Revised/Approved: November 13, 2023

**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 1:** The % of 3rd-grade students who score Meets grade level or above on STAAR Reading Language Arts will increase from 52% to 70% by June 2025.





Meets for District: 2022 - 53%; 2023 - 60%

**HB3 Goal**

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth in reading by monitoring and disaggregating CBA data, Measures of Academic Progress (MAP) data, and student performance on STAAR-based assessments (BOY, Interim, TFAR, benchmarks).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes Savvas's scope and sequence to vertically and horizontally align Reading Language Arts instruction district-wide. Phonics instruction will be evaluated based on the "Commissioner's List of Recommended Phonics Programs." Teacher planning and professional development time is critical to ensure effective implementation of these RLA resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, and Grade-Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD administers Reading Language Arts universal screeners (CIRCLE, Tx-KEA, TPRI, Waterford, Istation, and NWEA MAP Testing) to measure and establish academic baselines. Teacher data analysis guides instructional decisions for student interventions. CCISD utilizes Boost Reading (formerly Amplify Reading) in the TCLAS after-school program to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> ELAR screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Istation - 410 IMA, MAP Testing - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD administers CBAs, Interim Assessments, and STAAR Benchmarks in grade 3 Reading Language Arts. Based on campus assessment data, accelerated instruction and reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, thus enhancing students' abilities to read, comprehend, interpret, and analyze texts.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD student scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication and writing skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Department Heads and Grade Level Team Leaders, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (Reading Academies, BookNook, Istation, Waterford, TEKS Resource System, Boost Reading, small group reading instruction), and data analysis. Focused professional development provides time for teacher planning and implementation support.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement research-based, data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.





**Performance Objective 2:** The % of 3rd-grade students who score Meets grade level or above on STAAR Math will increase from 43% to 60% by June 2025.  
Meets for District: 2022 - 49%; 2023 - 56%

**HB3 Goal**

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth in math by monitoring and disaggregating CBA data, Measures of Academic Progress (MAP) data, and student performance on STAAR-based assessments (BOY, Interim, TFAR, Benchmarks).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes Eureka Math TEKS Edition (HQIM) and TEKS Resource System to vertically and horizontally align Math instruction district-wide. Teacher planning and professional development time is critical to ensure effective implementation of these instructional resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD administers Math universal screeners (Waterford, CIRCLE, and NWEA MAP Testing) to measure and establish academic baselines. Teacher data analysis guides instructional decisions for student interventions. Zearn supports class instruction during the school day and in the TCLAS after-school program.</p> <p><b>Strategy's Expected Result/Impact:</b> Math screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> NWEA MAP - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (TEKS Resource System, ST Math, Reflex/Frax Math, ZEARN, small group math instruction), and data analysis. Targeting effective classroom implementation impacts student growth and achievement while increasing problem-solving and critical-thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement research-based, data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, enhancing students' abilities to think critically and solve problems.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication, critical thinking and problem-solving skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD administers Eureka Math Module Assessments and STAAR Benchmarks in grade 3 Math. Based on campus assessment data, accelerated instruction and reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> As a follow-up to our Strong Foundations Math Framework grant, CCISD is utilizing our district-wide math framework to align curriculum, instructional resources, and research-based instructional strategies (RBIS) in mathematics classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align mathematics instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.





**Performance Objective 3:** The % of students who score Meets grade level or above on STAAR Reading 4-8 and EOC English I and II will increase by 5% each year.

STAAR Meets % for District: 4th Grade - 49% (2021), 59% (2022), 51% (2023)      5th Grade - 51% (2021), 57% (2022), 64% (2023)  
 6th Grade - 24% (2021), 32% (2022), 45% (2023)      7th Grade - 36% (2021), 40% (2022), 44% (2023)  
 8th Grade - 44% (2021), 45% (2022), 50% (2023)  
 English I - 39% (2021), 42% (2022), 45% (2023)      English II - 49% (2021), 54% (2022), 54% (2023)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating CBA data, Measures of Academic Progress (MAP) data, and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes Savvas's scope sequence to vertically and horizontally align Reading Language Arts instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD utilizes TEKS Resource System (TRS) and all its components along with College Board resources to align Pre-Advanced Placement and Advanced Placement Reading Language Arts content, thus ensuring academic rigor in all upper-level RLA courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD administers Reading Language Arts universal screeners (Istation and NWEA MAP Testing) to measure and establish academic baselines. Teacher data analysis guides instructional decisions for student interventions. For the TCLAS after-school program, CCISD utilizes Boost Reading to support school-day instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Language Arts screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichment, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Teachers, Camp Calhoun Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Istation - 282 ESSER III, MAP Testing - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CCISD administers Interim Assessments and STAAR Benchmarks in Reading Language Arts grades 4-8 and EOC English I and II. Based on campus assessment data, accelerated instruction and reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, thus enhancing students' abilities to read, comprehend, interpret, and analyze texts.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication and writing skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Department Heads and Grade Level Team Leaders, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (BookNook, Savvas, Istation, IXL, TEKS Resource System, Boost Reading, small group reading instruction), and data analysis. Targeting effective classroom implementation impacts student growth and achievement while increasing critical-thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Through the Learning Acceleration Support Opportunities (LASO) Strong Foundations Literacy Framework grant, CCISD is establishing a district-wide framework aligning curriculum, instructional resources, and research-based instructional strategies (RBIS) in RLA classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align literacy instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.





**Performance Objective 4:** The % of students who score Meets grade level or above on STAAR Math 4-8 and EOC Algebra 1 will increase by 5% each year.

STAAR Meets for District: 4th Grade - 55% (2021), 61% (2022), 60% (2023)      5th Grade - 66% (2021), 55% (2022), 55% (2023)  
 6th Grade - 24% (2021), 30% (2022), 28% (2023)      7th Grade - 8% (2021), 11% (2022), 21% (2023)  
 8th Grade - 32% (2021) to 30% (2022), 44% (2023)  
 Algebra I EOC - 62% (2021), 54% (2022), 54% (2023)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating data from curriculum-based assessments, Measures of Academic Progress (MAP), and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes Eureka Math TEKS Edition, Carnegie Math, and TEKS Resource System to vertically and horizontally align Math instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD administers Math universal screeners (Waterford, CIRCLE, and NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions. ZEARN Math supports class instruction both during the school day and in the TCLAS after-school program.</p> <p><b>Strategy's Expected Result/Impact:</b> Math screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Teachers, Camp Calhoun Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Istation - 282 ESSER III, NWEA MAP - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (TEKS Resource System, ST Math, Reflex/Frax Math, ZEARN, MATHia, small group math instruction), and data analysis. Targeting effective classroom implementation impacts student growth and achievement while increasing students' problem-solving and critical-thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, enhancing students' abilities to think critically and solve problems.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication, critical thinking and problem-solving skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD administers Eureka Math module assessments, Carnegie Math assessments, and STAAR benchmarks in grades 4 - 8 Math and Algebra I. Based on campus assessment data, accelerated instruction and reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> As a follow-up to our Strong Foundations Math Framework grant, CCISD is utilizing our district-wide math framework to align curriculum, instructional resources, and research-based instructional strategies (RBIS) in mathematics classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align mathematics instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 5:** The % of students who score Meets grade level or above on STAAR Science 5, 8, and EOC Biology will increase by 5% each year.

STAAR Meets % for District: 5th Grade - 45% (2021), 42% (2022), 38% (2023)      8th Grade - 42% (2021), 39% (2022), 45% (2023)  
 Biology EOC - 62% (2021), 60% (2022), 55% (2023)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating data from curriculum-based assessments, Measures of Academic Progress (MAP), and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes TEKS Resource System and TRS Pacing Guides to vertically and horizontally align Science instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD administers a science universal screener (NWEA MAP Testing) in grades 5 through 8 (and in grades 2 through 4) to measure and establish academic baselines. Teacher data analysis guides instructional decisions for student interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> The Science screener identifies students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> NWEA MAP - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (STEMscopes Science, TEKS Resource System, Kesler Science, Generation Genius, small group instruction), and data analysis. Targeting effective classroom implementation impacts student growth and achievement while increasing problem-solving and critical-thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement research-based data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD extends learning opportunities in Science K- 12 to reinforce higher-level cognitive concepts through hands-on, student-centered activities and incorporates writing to reinforce science concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous learning opportunities will enhance students' engagement and assist in gaining and retaining content knowledge. Students will have the communication, critical thinking and problem-solving skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD administers CBAs (grades 5-8 and Biology), Interim Assessments (grades 5, 8, and Biology), and STAAR Benchmarks. Based on campus assessment data, accelerated instruction and reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 6:** The % of students who score Meets grade level or above on STAAR Social Studies 8 and EOC U.S. History will increase by 5% each year.

STAAR Meets for the District: 8th Grade - 11% (2021), 13%(2022), 18% (2023)      U.S. History EOC - 68% (2021), 69% (2022), 63% (2023)

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating data from curriculum-based assessments, Measures of Academic Progress (MAP), and student performance on STAAR-based assessments (BOY, Interim, TFAR).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes TEKS Resource System and TRS Pacing Guides to vertically and horizontally align Social Studies instruction district-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Curricular alignment (horizontally and vertically) between written, taught, and tested curriculum will ensure all standards are taught and mastered at the appropriate grade-level's depth and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD provides ongoing professional development on acquired technology, instructional resources (TEKS Resource System, IXL, small group instruction), and data analysis. Targeting effective classroom implementation impacts student growth and achievement while increasing problem-solving and critical-thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement research-based data-driven instructional practices, thus increasing student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD administers CBAs (grades 6-8 and U.S. History), Interim Assessments (grade 8 and U.S. History), and STAAR Benchmarks. Based on campus assessment data, accelerated instruction and reteach/retest opportunities ensure concept mastery and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> These assessments provide teachers and administrators with ongoing academic performance data to drive targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads and Grade Level Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In preparation for real-world application and success, CCISD promotes discourse and writing across all content areas, including the proper use of academic vocabulary, thus enhancing students' abilities to read, comprehend, interpret, and analyze texts.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD students' scores in all content areas and performance levels of Meets and Masters will sustain and improve current levels. Students will have the communication and writing skills necessary for post-secondary studies and the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I, District and Campus Instructional Specialists, Campus Administrators, Department Heads, Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 7:** The % of Emergent Bilingual and Special Education student populations who score Meets grade level or above on STAAR Reading Language Arts and Math will increase by 5% each year.

**Emergent Bilingual - District STAAR Meets:**





Reading: 3rd Gr. - 47% (2022), 61% (2023)	4th Gr. - 30% (2021), 50% (2022), 40% (2023)
5th Gr. - 29% (2021), 35% (2022), 58% (2023)	6th Gr. - 11% (2021), 16% (2022), 23% (2023)
7th Gr. - 8% (2021), 22% (2022), 21% (2023)	8th Gr. - 13% (2021), 12% (2022), 19% (2023)
English I - 17% (2021), 11% (2022), 13% (2023)	English II - 10% (2021), 20% (2022), 16% (2023)
Math: 3rd Gr. - 53% (2022), 49% (2023)	4th Gr. - 50% (2021), 63% (2022), 51% (2023)
5th Gr. - 60% (2021), 42% (2022), 63% (2023)	6th Gr. - 16% (2021), 13% (2022), 17% (2023)
7th Gr. - 0% (2021), 16% (2022), 13% (2023)	8th Gr. - 13% (2021), 17% (2022), 29% (2023)
Algebra 1 - 48% (2021), 44% (2022), 36% (2023)	

**Special Education - District STAAR Meets :**

Reading: 3rd Gr. - 21% (2022), 17% (2023)	4th Gr. - 0% (2021), 19% (2022), 10% (2023)
5th Gr. - 3% (2021), 9% (2022), 16% (2023)	6th Gr. - 4% (2021), 0% (2022), 9% (2023)
7th Gr. - 0% (2021), 3% (2022), 7% (2023)	8th Gr. - 0% (2021), 6% (2022), 0% (2023)
English I - 5% (2022), 6% (2023)	English I I- 10% (2022), 9% (2023)
Math: 3rd Gr. - 18% (2022), 28% (2023)	4th Gr. - 7% (2021), 11% (2022), 23% (2023)
5th Gr. - 27% (2021), 11% (2022), 13% (2023)	6th Gr. - 7% (2021), 0% (2022), 3% (2023)
7th Gr. - 5% (2021), 0% (2022) to 0% (2023)	8th Gr. - 7% (2021), 11% (2022), 11% (2023)
Algebra 1 - 5% (2022), 17% (2023)	

**Evaluation Data Sources:** CCISD will evaluate student achievement and growth by monitoring and disaggregating curriculum-based assessment data, Measures of Academic Progress (MAP) data, STAAR-based assessment data, and the Results Driven Accountability Report.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD administers Reading Language Arts and Math universal screeners (Istation, NWEA MAP Testing) to measure and establish academic baselines, which guide instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> The universal screeners identify students' academic areas of strengths and weaknesses, thus targeting academic interventions and enrichments, as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Camp Calhoun Personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p><b>Funding Sources:</b> iStation - 282 ESSER III, NWEA MAP - 282 ESSER III</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD utilizes academic programs (Summit K12, BookNook, Reading by Design, Boost Reading, ST Math, Eureka/ZEARN Math, Carnegie/MATHia) to increase students' academic growth and achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will utilize and monitor these instructional programs with fidelity to ensure student academic gains and mastery of critical thinking skills.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Special Education Director, Student Services Coordinator (J. Kovar), Campus Administrators, Bilingual/ESL Coordinator, Assistant Supt. for Federal, Pupil &amp; Personnel Services</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD provides faculty and staff with professional development on research-based inclusion strategies for students receiving Bilingual/ESL, Special Education, 504, Dyslexia, and RtI services.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will increase the knowledge and implementation of research-based inclusion strategies within instruction, resulting in students' academic growth and achievements.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Special Education Director, Student Services Coordinator (J. Kovar), Campus Administrators, Bilingual/ESL Coordinator, Assistant Supt. for Federal, Pupil &amp; Personnel Services</p> <p><b>Title I:</b> 2.4, 2.5 - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Through the Strong Foundations Framework Grants, CCISD is creating a district-wide framework aligning curriculum, instructional resources, and research-based instructional strategies (RBIS) in RLA classrooms. This framework has been developed and is being implemented in Math classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This structured framework will provide clearly-defined expectations for stakeholders at all levels and will align mathematics instruction across all campuses and grade levels, positively impacting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, Campus Interventionists, Campus Administrators, Department Heads, and Grade Level Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** CCISD provides a rigorous academic program focusing on student achievement through an aligned and measured curriculum.

**Performance Objective 8:** Through the TCLAS Decision 11 Grant, CCISD established an after-school program, Camp Calhoun: X-STREAM Learning, to support students' academic needs, while providing enrichment opportunities.

**Evaluation Data Sources:** CCISD will analyze grade reporting (grades, attendance, and citizenship) and program data (Boost Reading [formerly Amplify Reading], ZEARN Math, and BookNook) to determine student growth and program effectiveness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD provides a robust after-school program on three campuses using Boost Reading and ZEARN Math to accelerate student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will analyze student growth to determine program effectiveness and make changes accordingly.</p> <p><b>Staff Responsible for Monitoring:</b> TCLAS Grant Coordinators, Camp Calhoun Campus Site Coordinators, and Camp Calhoun Instructors/Assistants/Coaches</p> <p><b>Funding Sources:</b> - 282 TCLAS Grant</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD provides a robust after-school program on three campuses offering a variety of enrichment activities enhancing students' learning while building leadership and self-confidence.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in the after-school program will offer students varied opportunities beyond the realm of a regular academic day.</p> <p><b>Staff Responsible for Monitoring:</b> TCLAS Grant Coordinators, Camp Calhoun Campus Site Coordinators, and Camp Calhoun Instructors/Assistants/Coaches</p> <p><b>Funding Sources:</b> - 282 TCLAS Grant</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** CCISD supports college, career, and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

**Performance Objective 1:** CCISD will increase the % of graduates who meet CCMR from 50% to 70% by August 2025. (2022 District CCMR 58%; 2023 District CCMR 60%)





**HB3 Goal**

**Evaluation Data Sources:** CCISD will use the CCMR Tracker to monitor data at the end of every semester.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district and its campuses will utilize available data sources and warehouses, such as TEA's Tracker and OnData Suite's CCMR Early Warning System, to monitor and ensure CCISD graduates have the skills necessary for post-secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR student monitoring and tracking ensures that CCISD graduates have the skills necessary to be successful in post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator and Counselor, Assistant Supt - C &amp; I, Campus Administrators, Campus Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD partners with Texas College Bridge to provide virtual instruction in college preparatory English and math for students who are not TSI complete; additionally, CCISD offers the SAT, ACT, and TSIA 2.0 college entrance exams.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students meeting TSI requirements will increase and students will be prepared to engage in introductory-level college coursework</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator and Counselor, Assistant Supt - C &amp; I, Campus Instructional Specialists, Campus Administrators, Campus Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD continues to support teachers with advanced placement (PAP/AP), OnRamps, and Gifted and Talented professional development opportunities and program implementation to ensure appropriate rigor, relevance, and student engagement. CCISD will encourage teachers to attend summer week-long institutes for in-depth training and will encourage all students to engage in higher-level coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize project-based learning, College Board, and OnRamps curricula to differentiate instruction and increase student achievement on AP exams, thus potentially earning college credit.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Campus Administrators, Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, G/T Coordinators, Counselors, G/T Campus Committees</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CCISD continues to recruit/retain certified CTE and content-specific teachers, while supplementing classes with online instructional resources, guest speakers, and career-oriented field trips, practicum, and work-based learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing all available resources, CCISD will achieve a 5% increase in CCMR domain scores. Additionally, there will be an increase in the number of students achieving completer status in CTE.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator and Counselor, Secondary Campus Administrators, Assistant Supt. for Federal, Pupil &amp; Personnel Services, Assistant Supt. - C &amp; I, District and Campus Instructional Specialists, CTE Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD continues to offer Navy Junior Reserves Officers Training Corps (NJROTC) to high school students and focusing on program expansion with middle school recruitment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience Navy ROTC expectations and protocols while attending high school, thus preparing them for post-secondary opportunities, like military enlistment.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator and Counselor, Secondary Campus Administrators, Campus Counselors, Assistant Supt. for Federal, Pupil &amp; Personnel Services, Assistant Supt. - C &amp; I, NJROTC Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> CCISD provides college and career exploration opportunities at the middle school level; eighth graders receive classroom instruction and guidance regarding the importance of being college and career ready.</p> <p><b>Strategy's Expected Result/Impact:</b> Using parent informational sessions to provide relevant information, students and their families will choose courses and endorsements that prepare them for post-secondary opportunities; additionally, there will be an increase in the number of students achieving completer status in CTE.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator and Counselor, Secondary Campus Administrators, Campus Counselors, Assistant Supt. for Federal, Pupil &amp; Personnel Services, Assistant Supt. - C &amp; I</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** CCISD supports college, career, and military readiness through academic, extra-curricular, and co-curricular programs that prepare students for a dynamic job market and post-secondary success.

**Performance Objective 2:** CCISD consistently monitors student attendance, ensuring increased opportunities for academic success.

**Evaluation Data Sources:** CCISD will monitor attendance every nine weeks. Student attendance and academic achievement data are analyzed to determine tutoring needs and make-up time.





**New:**  
CCISD monitors attendance continuously. Student attendance and academic achievement data are analyzed to determine tutoring needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses utilizes campus staff, parent liaisons, and district truancy officers to make home visits for chronically absent students.</p> <p><b>Strategy's Expected Result/Impact:</b> Connecting with family regarding student absences will increase attendance and establish school-family relationships.</p> <p><b>NEW:</b> Teachers and attendance clerks make home contact to determine reason for absence. After multiple days of absences without a reason, an attendance letter is sent home. The district truancy office monitors attendance and makes home visits, as necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Truancy Officers, Parent Liaisons, and Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p>	Formative			Summative
	Dec	Feb	Apr	June
		<p><b>Strategy 2 Details</b></p> <p><b>Strategy 2:</b> Correctly coded attendance every nine weeks identifies students needing intervention and attendance make-up time. Attendance recovery is offered at different times throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased attendance rate will provide students with focused class time to address learning loss and accelerate learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus PEIMS Clerks</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Reviews	
Formative			Summative	
Dec	Feb		Apr	June
	<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** The CCISD Safe and Supportive School Plan (SSSP) will utilize a multi-tiered system of support to improve campus safety while ensuring a network of assistance for students' emotional, mental, and behavioral health.

**Performance Objective 1:** CCISD continues to refine safety measures and practices. This also includes training and upgrading facilities. CCISD will implement an SSSP focusing on student social/emotional and behavioral health.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD will adopt and implement an age-appropriate character education program.</p> <p><b>Strategy's Expected Result/Impact:</b> District-wide education and prevention programs provide students with the necessary skills to create positive peer and adult relationships, thus reducing discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for C&amp;I, Campus Administrators, Campus Counselors, School Health Advisory Council (SHAC), District and Campus Safety Committees</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD will implement the Comprehensive Counseling Plan as well as the SSSP to intervene with students identified with Tier 2 and 3 emotional/mental health and behavioral needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing district-wide plans will ensure compliance with state requirements and provide our staff with the necessary resources to support varying student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent of Pupil, Personnel &amp; Federal Services, Campus Administrators, District and Campus Safety Committees</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD will seek out and provide training as needed to prepare and equip staff members as they address campus safety and respond to students' emotional/mental health and behavioral needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development in trauma-informed care and mental health support will equip staff with the knowledge and resources to assist students with varying needs.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, District and Campus Safety Committees, Campus Administrators, Partners in Education Coordinator</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> - TITLE V</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Data will be analyzed by district and campus administrators to monitor Tier 2 and 3 trends and evaluate the 2023-2024 program initiatives, such as bullying and vape prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> District/campus data will indicate a decrease in the number of reported incidents and discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Pupil, Personnel, &amp; Federal Services, District and Campus Safety Committees, Campus Administrators</p> <p><b>Funding Sources:</b> - TITLE V, - TITLE IV</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CCISD Safety Committees will meet periodically to address the safety needs assessment and monitor the subsequent facilities updates and personnel additions that impact district/campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Committee meetings will ensure on-going monitoring and review of district needs, ensure the maintenance or improvement of facilities, and will provide opportunities to manage and adjust to changes in staffing.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Supt. for Pupil, Personnel, &amp; Federal Services, District and Campus Safety Committees, Campus Administrators</p> <p><b>Funding Sources:</b> - TITLE V, - TITLE IV</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** CCISD attracts and retains quality staff using the District of Innovation Plan, potential teacher housing, certification scholarships, and supportive professional development.

**Performance Objective 1:** CCISD designs targeted professional development focusing on administrator, teacher, and paraprofessional effectiveness in all instructional settings.

**Evaluation Data Sources:** Professional development data is evaluated using various data sources: attrition rate, PD evaluations, employee surveys, and exit surveys.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD coordinates relevant professional development for all teachers, instructional paraprofessionals, and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> One hundred percent of staff participate in research-based professional development, therefore increasing instructional effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. - C &amp; I, Assistant Supt. for Pupil, Personnel &amp; Federal Services, Human Resources Director, Special Education Director, Campus Administrators, District and Campus Instructional Specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD assists staff in preparing and attaining necessary certifications through coursework, professional development, and required testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Ninety-five percent or more of staff who work with students are certified in their content or specialization areas.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Director, Assistant Supt. for C&amp;I, Assistant Supt. for Pupil, Personnel, &amp; Federal Services, Campus Administrators, Special Education Director</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 4:** CCISD attracts and retains quality staff using the District of Innovation Plan, potential teacher housing, certification scholarships, and supportive professional development.

**Performance Objective 2:** CCISD actively recruits teachers and mentors new hires to retain effective educators.

**Evaluation Data Sources:** New Teacher Mentor Program surveys and T-TESS documentation are regularly used to gauge the effectiveness of recruitment and retention decisions.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD seeks out effective teachers through job fairs and advertisements. Stipend, certification, and housing opportunities aid with teacher retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Ninety-five percent of all positions will be filled by effective teachers as per ESSA.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Director , Assistant Supt. - C &amp; I, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD utilizes the Teacher Incentive Allotment (TIA) approved plan to recruit, reward, and retain highly effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD's designated plan rewards the top-performing teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Human Resources Director, Asst. Superintendent of C&amp;I, District NBCT Coordinator, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCISD New Teacher Mentor Program provides ongoing professional development and classroom support for teachers new to the district and their mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> One hundred percent of all teachers who are new will have a district and campus mentor. Monthly professional development will be based on areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> New Teacher Program Coordinator, Assistant Supt. - C&amp;I, District and Campus Instructional Specialists, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CCISD utilizes a "Grow Your Own" program with Texas Teachers of Tomorrow scholarships and a District of Innovation Plan for greater flexibility in teacher hiring and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses are appropriately staffed to serve all students, meeting their individual needs and interests. The minimum student-to-teacher ratio increases academic success opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Director, Assistant Supt. for Pupil, Personnel &amp; Federal Services, Assistant Supt. - C &amp; I, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** CCISD practices fiscal responsibility while meeting student and staff needs.

**Performance Objective 1:** CCISD monitors budget requests and utilizes federal, state, and district funds to support the instructional plan.

**Evaluation Data Sources:** Fiscally responsible purchases are made based on appropriate campus requests for instructional needs.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes federal and state monies to purchase instructional resources and services, which meet the needs of all student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will utilize federal, state, and local budgets in accordance with all mandated regulations based on the yearly audit of finances and program budgets.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Special Education Director, Assistant Superintendent for Pupil, Personnel, &amp; Federal Services, Assistant Supt. - C&amp;I, Campus Principals, CTE Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD uses approved vendors and requires a minimum of three quotes if necessary to ensure quality materials at fiscally responsible pricing.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD maintains appropriate budget guidelines while procuring quality materials.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Business Dept., Special Education Director, Assistant Superintendent for Pupil, Personnel, &amp; Federal Services, Assistant Supt. - C&amp;I, Campus Principals, CTE Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 5:** CCISD practices fiscal responsibility while meeting student and staff needs.

**Performance Objective 2:** CCISD coordinates federal, state, and district funds to enhance the CCISD Safe and Supportive School Plan through a multi-tiered support system.

**Evaluation Data Sources:** Fiscally responsible purchases are made from vendor quotes and based on campus safety needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCISD utilizes federal and state monies to acquire resources for maintaining a safe and supportive school environment inclusive of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD will utilize federal, state, and local budgets in accordance with all mandated regulations based on the yearly audit of finances and program budgets.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent for Pupil, Personnel, &amp; Federal Services, District and Campus Committees, Assistant Supt.-C&amp;I, Campus Principals, SPED Director</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCISD uses approved vendors and requires a minimum of three quotes if necessary to ensure quality materials at fiscally responsible pricing.</p> <p><b>Strategy's Expected Result/Impact:</b> CCISD maintains appropriate budget guidelines while procuring quality materials.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Business Dept., Assistant Superintendent for Pupil, Personnel, &amp; Federal Services, Assistant Supt. - C&amp;I, Campus Principals, SPED Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Addendums

## DIP Addendum 2023-2024

### Title/ CTE Federal Programs and TEC Mandatory Actions

Title/ TEC Requirements	References	Responsible Person/s	Location of Implementation and Evaluation Documentation
<p>DIP: Stakeholder Input- DEIAC committee, Surveys, Public Meeting. CNA input guides the creation of the DIP/CIP to evaluate progress and is revised annually.</p>	<p>TEC. SEC. 11.252</p>	<p>Assistant Superintendent C&amp;I Assistant Superintendent Federal Services Campus Principals</p>	<p>DIP posted on the district website Training provided for Campus and District Personnel CIPs posted on the district website</p>
<p><b>Violence Prevention</b></p> <ul style="list-style-type: none"> <li>• Suicide Prevention</li> <li>• Bullying Preventing</li> <li>• Positive Behavior Supports</li> <li>• Teen Dating Violence</li> <li>• Drug and Alcohol Awareness</li> <li>• CCISD Police, Independent Agency</li> <li>• Safety Drills</li> <li>• Civilian Response to Active Shooter PD</li> </ul>	<p>FFI(LOCAL), Health and Safety Code, §161.325 (a-1)(5); (b); (c) TEC, §21.451 (d)(3); (d-1); (d-2), TEC, §37.0831 (b) (2) CKE, Local</p>	<p>Assistant Superintendent Federal Services Campus Principal District Counseling Team - HJM Lead Author of the Comprehensive Counseling Plan Student, Support and Resource Counselor</p>	<ul style="list-style-type: none"> <li>• <a href="#">BRD Policy</a></li> <li>• <a href="#">Bully/ Incident Report</a></li> <li>• <a href="#">I LOVE YOU Guys</a> with Bullying Prevention</li> <li>• Suicide Awareness Program: Youth Awareness of Mental Health 8-10th grade lessons through UTMB</li> <li>• Suicide Awareness Posters and Outreach Numbers in all rooms and Common Areas / Suicide Hotlines on Secondary IDs</li> <li>• Red Ribbon Week</li> <li>• Suicide Prevention Month/Shirts</li> <li>• Bullying Prevention Promotions/Unity Day, Wear Orange Day</li> <li>• Region 3 Crisis Counseling Plan for Counselors</li> <li>• Awareness Posters: E-cigarettes and Vaping including Marijuana</li> <li>• Additional staff in halls: Safety Specialists</li> <li>• Halo Vape Detection Devices</li> <li>• Title 1, Additional Counselor/ Administrators in Training</li> <li>• Dating violence is not tolerated. Students will be directed to seek help from administrators or counselors during campus assemblies.</li> <li>• CCISD Police Duties, CKE, Local, Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:             <ol style="list-style-type: none"> <li>1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.</li> <li>2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.</li> <li>3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.</li> </ol> </li> </ul>

			<ol style="list-style-type: none"> <li>4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.</li> <li>5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.</li> <li>6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.</li> <li>7. Carry weapons as directed by the chief of police and approved by the Superintendent.</li> <li>8. Carry out all other duties as directed by the Superintendent.</li> </ol> <p>District police officers shall not be assigned routine classroom discipline or administrative tasks. All staff will Safety Drills and Civilian Response to Active Shooter PD.</p>
<b>Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student Fitness Assessment Data</li> <li>• Mental Health Services, Counseling</li> <li>• First Aid</li> <li>• Vaping Prevention Campaign</li> </ul>	TEC, Sec 33.086 TEC, Sec 38.154 (b-1)(c), TEC, §22.902(c)	Assistant Superintendent C& I Assistant Superintendent Federal Services District RN Student, Support and Resource Counselor Athletic Trainer Campus Coaches/Sponsors Campus Principal	<ul style="list-style-type: none"> <li>• Student Fitness Gram</li> <li>• T-Chat Free Counseling Access</li> <li>• Secondary Character Education and Intervention Program</li> <li>• Youth Aware of Mental Health Program: UTMB</li> <li>• CPR/Concussion/First Aid/Defibrillator Training</li> <li>• Increase the number of RNs at secondary</li> <li>• Additional LVN, Parent Contact</li> <li>• COVID Testing Program</li> <li>• Seadrift Turkey Trot</li> <li>• POC Fun Run</li> </ul>
<b>Parent and Family Engagement</b> <ul style="list-style-type: none"> <li>• CCISD Policy</li> <li>• Campus Policy</li> <li>• Communication</li> </ul>	Section 1114(b), 1112(b)(7), & 1116(a)(B)	Assistant Superintendent Federal Services Title 3 Coordinator Campus Principal Parent Liaison	<ul style="list-style-type: none"> <li>• Policy Provided in the Student Handbook</li> <li>• Attached as Addendum to the District Improvement Plan</li> <li>• Campus Parent/ Student Compacts Distributed By Campuses</li> <li>• Principal Led: Title Meetings with parents, community and campus partners</li> <li>• Parent Assistance Meetings in person and Google Meet</li> <li>• Parent Liaison, Title 1 records numerous campus activities</li> <li>• Title 3 Parent, Family and Community Night</li> </ul>
<b>Translation / Language Access Plan</b>	Student Handbook	Assistant Superintendent Federal Services Campus Principal	<ul style="list-style-type: none"> <li>• Found in each Campus Improvement Plan</li> <li>• Attached as Addendum to the District Improvement Plan</li> </ul>
<b>Transition Plan</b>	Page 6 of the DIP G1, O1, S9	Campus Principal	<ul style="list-style-type: none"> <li>• Found in each Campus Improvement Plan for grade-to-grade transition</li> <li>• Cited in the District Improvement Plan</li> </ul>

<b>Title 1, Part C Migrant</b>	P.L. 107-110, Section 1415(b) PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students, PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students	Region 3 ESC	<ul style="list-style-type: none"> <li>Attached as Addendum to the District Improvement Plan</li> <li>Student seminars, conferences and field trips through ESC 3</li> </ul>
<b>Emergency Planning</b> <ul style="list-style-type: none"> <li>Trauma-Informed Care</li> <li>Crisis Counseling</li> <li>Emergency Operations Plan</li> </ul>	TEC, §38.030(b)(3)	Assistant Superintendent Federal Services District Chief of Police District RN Director of Special Education Environmental/Safety Specialist District Counseling Team - HJM Lead Author of the Comprehensive Counseling Plan	<ul style="list-style-type: none"> <li>All Employee: Safety Training with Annual Updates</li> <li>All Employee: Emergency Procedures Training</li> <li>Stop the Bleed for 100% of employees/ substitutes</li> <li>Mental Health Training Series with a Team of Campus Personnel</li> <li>MERT: RN maintains a medical emergency team training in emergency care and response.</li> <li>CRASE Training, PLPD, CCISD Police</li> <li>Amended calendar for employee safety training</li> </ul>
<b>Safety Plan</b> <ul style="list-style-type: none"> <li>Threat Assessment Training</li> <li>TCOLE Training for CCISD Police</li> <li>School-Based Law Enforcement</li> <li>Safety Committees</li> </ul>	TEC Sec37.108 (a)(1) and (c-2)(4)	Superintendent Assistant Superintendent Federal Services LSSP, Threat Assessment Coordinator Campus Principals District Chief of Police Environmental/Safety Specialist	<ul style="list-style-type: none"> <li>Board Chaired Safety Meetings</li> <li>Monthly Safety Meetings with Campus Representatives</li> <li>Campus SSSP Teams, Behavioral Interventions and Review</li> <li>Threat Assessment Teams led by LSSP</li> <li>Threat Assessment Training District-Wide</li> <li>Monthly Threat Assessment Screen Meetings</li> <li>Coordination of daily operations with the Assistant Superintendent and Chief of Police</li> </ul>
<b>CTE</b> <ul style="list-style-type: none"> <li>Increase Recruitment Efforts</li> <li>CTE Staff Development</li> <li>Increase CTE Completers</li> <li>Increase IBCs</li> </ul>		CTE Director HR Director	<ul style="list-style-type: none"> <li>Utilize outside partnerships such as Formosa, CTAT, Region 3, &amp; ACTE for recruitment</li> <li>Plan CTE PD to address procedures with special populations</li> <li>Propose additional courses that align with CTE POS; Introduction to Welding</li> <li>Add IBC that aligns with Agricultural Engineering POS; AWS SENSE</li> </ul>

# Federal Programs Addendums

## **Translation Assistance:**

In handbook: If you have any translation difficulty or questions regarding any document on the Calhoun County ISD website, please contact the school office for assistance or visit the District Office.

### **Asistencia de traducción:**

Si tiene alguna dificultad de traducción o preguntas con respecto a cualquier documento en el sitio web del Distrito Escolar Independiente del Condado de Calhoun, comuníquese con la oficina de la escuela para obtener ayuda o visite la Oficina del Distrito.

### **翻译协助:**

如果您在Calhoun County ISD网站上有翻译困难或对任何文件有疑问, 请联系学校办公室以寻求帮助或访问地区办公室。

### **번역 지원 :**

Calhoun County ISD 웹 사이트의 문서와 관련하여 번역에 어려움이 있거나 궁금한 사항이 있으면 학교 사무실에 연락하여 도움을 받거나 교육구 사무실을 방문하십시오.

# Family Engagement Addendum

## Calhoun County Independent School District

### Parent Involvement Plan

Calhoun County Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement plans meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement plan into its district improvement plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports in an understandable and uniform format, including alternative formats upon request, to the extent practicable, in a language parents understand.
- The school district will involve the parents of children served in Title I schools in decisions about how the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*
  - (A) *that parents play an integral role in assisting their child's learning;*
  - (B) *that parents are encouraged to be actively involved in their child's education at school;*
  - (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

#### **Statement of Purpose**

Calhoun County Independent School District is committed to excellence in education by engaging every student in rigorous and relevant academic experiences that inspire lifelong learning. Calhoun County ISD will develop and nurture partnerships with parents/caregivers, students, and community stakeholders. The district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in Calhoun County ISD schools.

### **Parent Involvement in Developing the Plan**

Calhoun County Independent School District will take the following actions to involve parents in the joint development of its district parental involvement plan:

- Actively recruit parents/caregivers to participate in a parent advisory capacity.
  - Offer a flexible number of meetings scheduled at convenient times and locations to allow parent participation in a comprehensive review of plans, budget, and programs for parent involvement.
- Facilitate communication between parents/caregivers and Title I campuses.

### **Parent Involvement Annual Meetings**

Calhoun County Independent School District uses Title I funds to provide school-wide services for all students enrolled on Title I campuses. District Parent Involvement meetings will include but are not limited to:

- A meeting at the beginning of each school year to review Title I guidelines and services offered at the campus level. Notice of the meeting will be provided through the district Federal Programs website and public announcements. Copies of the district's current Parent Involvement Plan and campus-designed Parent Compact will be distributed at the meeting.
- Region 3 Parental Involvement Conference at the Victoria Community Center, when offered. Registration cost and transportation are provided by the school district.
- A meeting at the end of each school year to discuss possible changes in the parent involvement programs, activities, and budget for the upcoming year. The district Parental Involvement Plan will also be reviewed and revised if necessary.

### **Parent Involvement in Student Academic Achievement**

Calhoun County Independent School District will implement parent involvement activities to improve student academic achievement by:

- Providing a school-parent compact designed by parents and school staff that outlines how parents, campus staff, and students will share the responsibility for improvement in student academic achievement.



- Providing materials and training, such as technology use and home/school communication tools, to help parents work with their children to improve achievement.

Providing opportunities for conferences with teachers, counselors, principals, and other school personnel to make decisions relating to student achievement.

- Providing assistance to parents in understanding the Texas Essential Knowledge and Skills, or TEKS, and the State of Texas Assessments of Academic Readiness, or STAAR.

### **Parent Involvement Communication**

Calhoun County Independent School District will educate staff in:

- How to reach out to, communicate with, and work with parents as equal partners.
- The value and utility of contributions of parents.
- How to implement and coordinate with parents and build ties between parents and schools. Calhoun County Independent School District will encourage meaningful communication with parents by:

- Using Remind for parent notifications via phone text or email.
- Using district and campus websites and Facebook for parent notifications.
- Distributing parent newsletters at the campus and district level.
- Providing effective parenting ideas through pamphlets, brochures, and various other media.
- Using email to ensure effective, timely communication between parents and staff.
- Conducting surveys to collect parent input about their child's school.

### **Parent Involvement Evaluation**

Calhoun County Independent School District will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of the Title I schools. The school district will use the findings of the evaluation to design strategies for more effective parental involvement and, with the input of parents, revise the parental involvement plan if necessary.

## **Plan de Participación de los Padres del**

acuerda implementar los siguientes requisitos legales:

- El distrito escolar pondrá en operación programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con Título I, Parte A programas. Esos programas, actividades y procedimientos se planificarán y operarán con una consulta significativa con los padres de los niños participantes.
- El distrito escolar trabajará con sus escuelas para asegurar que los planes requeridos de participación de los padres a nivel escolar cumplan con los requisitos del Título I e incluyan, como componente, un pacto entre la escuela y los padres.
  - El distrito escolar incorporará este plan de participación de los padres en todo el distrito en su plan de mejora del distrito.
- Al cumplir con los requisitos de participación de los padres del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán oportunidades plenas para la participación de los padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios. Esto incluye proporcionar información e informes escolares en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, en la medida de lo posible, en un idioma que los padres comprendan.
- El distrito escolar involucrará a los padres de los niños atendidos en las escuelas de Título I en las decisiones sobre cómo el uno por ciento reservado va directamente a las escuelas.
- El distrito escolar se regirá por la siguiente definición legal de participación de los padres y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos de acuerdo con esta definición: *Participación de los padres significa la participación de los padres en forma regular y bidireccional, y comunicación significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar-*

*(A) que los padres jueguen un papel integral en ayudar al aprendizaje de sus hijos;*

*(B) que se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*

*(C) que los padres sean socios de pleno derecho en la educación de sus hijos y estén incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;*

### **Declaración de propósito**

El Distrito Escolar Independiente del Condado de Calhoun está comprometido con la excelencia en la educación al involucrar a cada estudiante en experiencias académicas rigurosas y relevantes que inspiren el aprendizaje de por vida. El Distrito Escolar Independiente del Condado de Calhoun desarrollará y fomentará asociaciones con padres / cuidadores,

estudiantes y partes interesadas de la comunidad. El distrito involucrará a los padres / cuidadores en todos los aspectos de los diversos programas locales, estatales y federales que se ofrecen en las escuelas ISD del condado de Calhoun.

### **Participación de los padres en el desarrollo del plan**

El Distrito Escolar Independiente del Condado de Calhoun tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan de participación de los padres del distrito:

- Reclutar activamente a los padres / cuidadores para que participen en una capacidad de asesoría de padres.
- Ofrecer un número flexible de reuniones programadas en horarios y lugares convenientes para permitir la participación de los padres en una revisión integral de los planes, el presupuesto y los programas para la participación de los padres.
- Facilitar la comunicación entre padres / cuidadores y campus de Título I.

### **Reuniones Anuales de Participación de los Padres**

El Distrito Escolar Independiente del Condado de Calhoun utiliza fondos del Título I para brindar servicios en toda la escuela para todos los estudiantes inscritos en los campus del Título I. Las reuniones de participación de los padres del distrito incluirán, entre otras, las siguientes:

- Una reunión al comienzo de cada año escolar para revisar las pautas y los servicios del Título I que se ofrecen a nivel del campus. La notificación de la reunión se proporcionará a través del sitio web de Programas Federales del distrito y anuncios públicos. En la reunión se distribuirán copias del Plan de Participación de los Padres actual del distrito y del Pacto de Padres diseñado por el campus.
- Conferencia de Participación de los Padres de la Región 3 en el Centro Comunitario de Victoria. El costo de la inscripción y el transporte los proporciona el distrito escolar.
- Una reunión al final de cada año escolar para discutir posibles cambios en los programas de participación de los padres, actividades y presupuesto para el próximo año. El Plan de Participación de los Padres del distrito también será revisado y modificado si es necesario.

### **Participación de los padres en el**

rendimiento académico de los estudiantes El distrito escolar independiente del condado de Calhoun implementará actividades de participación de los padres para mejorar el rendimiento académico de los estudiantes al:

- Proporcionar un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal del campus y los estudiantes compartirán la responsabilidad para mejorar el rendimiento académico de los estudiantes.
- Proporcionar materiales y capacitación, como el uso de tecnología y herramientas de comunicación entre el hogar y la escuela, para

ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

- Brindar oportunidades para conferencias con maestros, consejeros, directores y otro personal escolar para tomar decisiones relacionadas con el rendimiento estudiantil.

- Brindar asistencia a los padres para que comprendan lasy Conocimientos Esenciales de Texas Habilidades, o TEKS, y las Evaluaciones de Preparación Académica del Estado de Texas, o STAAR.

### **Comunicación de participación de los padres**

El Distrito Escolar Independiente del Condado de Calhoun educará al personal sobre:

- Cómo comunicarse con los padres, comunicarse y trabajar con ellos como socios iguales.
- El valor y la utilidad de las contribuciones de los padres.

• Cómo implementar y coordinar con los padres y crear vínculos entre los padres y las escuelas. El Distrito Escolar Independiente del Condado de Calhoun fomentará la comunicación significativa con los padres al:

- Usar Remind para recibir notificaciones a los padres por teléfono o correo electrónico.
- Usar los sitios web del distrito y del campus y Facebook para notificaciones a los padres.
- Distribuir boletines informativos para padres a nivel de campus y distrito.
  - Proporcionar ideas efectivas para los padres a través de folletos, folletos y varios otros medios.
- Usar el correo electrónico para asegurar una comunicación efectiva y oportuna entre los padres y el personal.
- Realización de encuestas para recopilar opiniones de los padres sobre la escuela de sus hijos.

### **Evaluación de**

la participación de los padres El Distrito Escolar Independiente del Condado de Calhoun tomará medidas para realizar, con la participación de los padres, una evaluación anual del contenido y la eficacia de este plan de participación de los padres para mejorar la calidad de las escuelas del Título I. El distrito escolar utilizará los resultados de la evaluación para diseñar estrategias para una participación de los padres más eficaz y, con la opinión de los padres, revisará el plan de participación de los padres si es necesario.



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## **Translation / Language Access Plan**

### **Requirement /District Plan**

All CCISD offices and campuses will assist parents and families with translation to increase parent and family access to both school and educational services.

A translation / language access plan is in place at each campus front office and in the campus improvement plan. Individuals are employed by the district to serve as translators when needed. Additionally, a social media contact person is in place at every campus to ensure multi-lingual posts.

Each Campus reviews and plans with their site-based committee and places their customized plan in the CIP.



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## Transition Plan

### **Requirement/District Plan**

All CCISD offices and campuses will assist parents and families with transition plans to assist students and families through grade-level transitions.

A transition plan for each grade level is in place at each campus front office and in the campus improvement plan. Individuals are employees by the district to serve as translators when needed. Each Campus reviews and plans with its site-based committee and places their customized plan in the CIP.



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## Procedures for Reporting Allegations of Bullying

Calhoun County ISD,

The district prohibits bullying on school property, at any school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Or you may report anonymously online at:

[http://www.calcoisd.org/parents\\_students/bully\\_reporting](http://www.calcoisd.org/parents_students/bully_reporting)

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.

More information about the district's bullying policy can be found in the handbook at <http://www.calcoisd.org/common/pages/DisplayFile.aspx?itemId=9164538> or the campus administration office.

Refer to FFI(LOCAL).



## Calhoun County Independent School District

### 2023-2024 CCISD Safe and Supportive Schools Program: Policies and Procedures

- Please wear ID's at all times.
- All classrooms and common areas will have the I Love You Guys emergency procedures visible.
- Parents have received a copy of the I Love You Guys terminology with CCISD Safety Procedures and the See Something/ Say Something Link.
- Guidelines have been established for admission by visitors, including-
  - Visitors can only enter the facility through primary entrances at the front office with Call Stations.
  - All visitors must check in with a picture ID and receive an identification badge.
  - Visitor badges list the destination and/or person being visited.
  - Visitors are required to wear visible, dated identification.
  - Please ask all unidentified visitors for an ID or escort to the office.
- All exterior doors must be locked at all times.
- Exterior doors are audited weekly. Audit documentation is logged.
- All fencing and gates must be locked during the instructional day.
- Weekly Safety Reports are submitted under the direction of the campus principal.
- Instructional classrooms must be locked during instructional times.
- Doors must be locked during classroom instruction in portables or other separate buildings.
- Each classroom should have a STOP THE BLEED emergency pack.
- CCISD will use School Messenger and the campus intercom system during an emergency.
- Emergency Drills will be conducted according to the Board adopted Professional Development Plan throughout the school year.
- All required training is documented in the Professional Development Plan including in-person and online modules to include local emergency procedures including the Incident Response Team, CCISD Safety Flip Chart, Threat Assessment Team and a Student Support and Resource Counselor.
- Employees will receive CRASE training (Civilian Response to Active Shooter Events) through local law enforcement agencies.
- See Something / Say Something: Incidents of concern can be reported to an administrator or through the district website at [www.calhousd.org](http://www.calhousd.org). A QR code is on each poster in every classroom and common area.
- The Safe and Supportive Schools Plan includes a campus committee to receive behavioral referrals and document interventions.
- A Threat Assessment Team is in place and can be utilized through a referral to a campus administrator. All team members have received Threat Assessment training.
- CCISD has a Student Support and Resource Counselor and parent liaisons to connect families with outside agencies including free T-CHATT counseling services.
- After hours, please use the front entrance ONLY. All after-hours visits to campus are reported to the supervisor prior to the visit and upon exit. Employees should only be in a school building before 5:00 AM or after 10:00 PM if they are scheduled for work or directed to do so by their supervisor Monday-Friday. Weekend visits should be limited to 7:00 AM - 7:00 PM with supervisor notice unless scheduled to work.
- All safety issues or concerns must be reported to the campus or building supervisor immediately.

New legislation and available technology will continue to enhance the CCISD Safe and Supportive Schools Program. All updates will be sent to the faculty and staff as they become available. Training to meet new safety requirements is scheduled on the Professional Development Calendar adopted by the Board of Trustees.

CCISD has submitted a Multi-Hazard Emergency Operations Plan (EOP) to the Texas School Safety Center.

The EOP has been adopted by the CCISD Board of Trustees and contains the required elements listed below.

Required EOP Contents:

- 37.108(a) Prevention, mitigation, preparedness, response, and recovery as defined by the Texas School Safety Center
- 37.108(a)(1) Training in responding to an emergency for district employees, including substitute teachers





## Calhoun County Independent School District

- 37.108(a)(2) Measures to ensure district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health department, and fire departments
- 37.108(a)(3) Measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency
- 37.108(a)(4) Mandatory school drills and exercises, including drills required under Section 37.114, to prepare district students and employees for responding to an emergency
- 37.108(a)(5) Measures to ensure coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health department, and fire departments in the event of an emergency
- 37.108(a)(6) Implementation of a safety and security audit as required by Section 37.108(b)
- 37.108(c-2)(9) Verification that the district has established a visitor policy and identification of the provisions governing access to a district building or other district property
- 37.108(d) Policy for responding to a train derailment near a district school if a school district facility is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line
- 37.108(e) Policy regarding reasonable security accommodations, developed in consultation with local law enforcement, for school district property selected for use as a polling place under Texas Election Code section 43.031
- 37.108(f)(1) Chain of command that designates the individual responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable
- 37.108(f)(2) Provisions that address physical and psychological safety for responding to a natural disaster, active shooter, and any other dangerous scenario identified for purposes of this section by TEA or the Texas School Safety Center
- 37.108(f)(3) Provisions for ensuring the safety of students in portable buildings
- 37.108(f)(4) Provisions for ensuring that students and district personnel with disabilities are provided equal access to safety during a disaster or emergency situation
- 37.108(f)(5) Provisions for providing immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a significant threat to the health or safety of students, including identification of the individual with responsibility for overseeing the notification
- 37.108(f)(6)(A) Provisions for supporting the psychological safety of students, district personnel, and the community during the response and recovery phase following a disaster or emergency situation that are aligned with best practice-based programs and research-based practices recommended under Texas Education Code section 38.351
- 37.108(f)(6)(B) Response and recovery provisions that include strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel
- 37.108(f)(6)(C) Response and recovery provisions that include training on integrating psychological safety and suicide prevention strategies into the district's plan, such as psychological first aid for schools training, from an approved list of recommended training established by the commissioner and the Texas School Safety Center for:
- (i) members of the district's school safety and security committee under Section 37.109;
  - (ii) district school counselors and mental health professionals; and
  - (iii) educators and other district personnel as determined by the district
- 37.108(f)(6)(D) Response and recovery provisions that include strategies and procedures for integrating and supporting physical and psychological safety that align with the provisions described by Subdivision (f)(2) above
- 37.108(f)(6)(E) Response and recovery provisions that implement trauma-informed policies
- 37.108(f)(7) Policy for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill
- 37.108(f)(8) The name of each individual on the district's school safety and security committee established under Section 37.109 and the date of each committee meeting during the preceding year
- 37.108(g) Policy for responding to an active shooter emergency

**STUDENT WELFARE  
STUDENT SAFETY**

**FFF  
(LOCAL)**

The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LEGAL)**

**Definitions**

**"Bullying":**

**Bullying**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

- a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LEGAL)**

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an Incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law.

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

FFI  
(LEGAL)

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Note:** Minimum Standards for Bullying Prevention<sup>1</sup> are available on TEA's website.

**Internet Posting**

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

*Education Code 37.0832*

<sup>1</sup> TEA Minimum Standards for Bullying Prevention:  
<https://tea.texas.gov/lexas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

## **Calhoun County Independent School District Parent Involvement Plan**

Calhoun County Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with the parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement plans meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement plan into its district improvement plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports in an understandable and uniform format, including alternative formats upon request, to the extent practicable, in a language parents understand.
- The school district will involve the parents of children served in Title I schools in decisions about how the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
  - that parents play an integral role in assisting their child's learning;
  - that parents are encouraged to be actively involved in their child's education at school;
  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

### **Statement of Purpose**

Calhoun County Independent School District is committed to excellence in education by engaging every student in rigorous and relevant academic experiences that inspire lifelong learning. Calhoun County ISD will develop and nurture partnerships with parents/caregivers, students, and community stakeholders. The district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in Calhoun County ISD schools.

### **Parent Involvement In Developing the Plan**

Calhoun County Independent School District will take the following actions to involve parents in the joint development of its district parental involvement plan:

- Actively recruit parents/caregivers to participate in a parent advisory capacity.
- Offer a flexible number of meetings scheduled at convenient times and locations to allow parent participation in a comprehensive review of plans, budget, and programs for parent involvement.
- Facilitate communication between parents/caregivers and Title I campuses.

### **Parent Involvement Annual Meetings**

Calhoun County Independent School District uses Title I funds to provide school-wide services for all students enrolled on Title I campuses. District Parent Involvement meetings will include but are not limited to:

- A meeting at the beginning of each school year to review Title I guidelines and services offered at the campus level. Notice of the meeting will be provided through the district Federal Programs website and public announcements. Copies of the district's current Parent Involvement Plan and campus-designed Parent Compact will be distributed at the meeting.
- Parents will receive an invitation to the Region 3 Parental Involvement Conference.
- Campuses will nominate parents for sponsored registration and transport to the Region 3 Parental Involvement Conference.

### **Parent Involvement In Student Academic Achievement**

Calhoun County Independent School District will implement parent involvement activities to improve student academic achievement by:

- Providing a school-parent compact designed by parents and school staff that outlines how parents, campus staff, and students will share the responsibility for improvement in student academic achievement.
- Providing materials and training, such as technology use and home/school communication tools, to help parents work with their children to improve achievement.
- Providing opportunities for conferences with teachers, counselors, principals, and other school personnel to make decisions relating to student achievement.
- Providing assistance to parents in understanding the Texas Essential Knowledge and Skills, or TEKS, and the State of Texas Assessments of Academic Readiness, or STAAR.



## **Calhoun High School**

201 Sandcrabs Boulevard

Port Lavaca, Texas 77979

361-552-3775 (phone) 361-551-2620 (fax)

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## **Career and Technical Education Methods of Administration (MOA)**

**Public Notification of Nondiscrimination in Career and Technical Education Programs**

Calhoun County ISD offers career and technical education programs in business and industry, public services, and STEM. Admission to these programs is based on student requests and space available.

It is policy of CCISD not to discriminate on the basis of race, color, national, origin, sex or handicap in its vocational programs, services of activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is policy of CCISD not to discriminate on the basis of race, color, national, origin, sex or handicap in its vocational programs, services of activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

CCISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For more information about your rights or grievance procedures, contact:

Title IX Coordinator  
Kelly Taylor

and/or

Section 504 Coordinator  
Jean Bethany

CCISD Central Office

District Support Center

525 N. Commerce

607 Tilley St

Port Lavaca, TX 77979

Port Lavaca, TX 77979

361-552-9728

361-552-2550





**Calhoun High School**  
201 Sandcrabs Boulevard  
Port Lavaca, Texas 77979  
361-552-3775 (phone) 361-551-2620 (fax)

## **Carrera y Educación Técnica Métodos de Administración (MOA)**

Notificación pública de no discriminación en programas de educación técnica y profesional

Calhoun County ISD ofrece programas de educación técnica y profesional en negocios e industria, servicios públicos y STEM. La admisión a estos programas se basa en las solicitudes de los estudiantes y el espacio disponible.

Es política de CCISD no discriminar por motivos de raza, color, nacionalidad, origen, sexo o discapacidad en sus programas vocacionales, servicios o actividades según lo exige el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

Es política de CCISD no discriminar por motivos de raza, color, nacionalidad, origen, sexo o discapacidad en sus programas vocacionales, servicios o actividades según lo exige el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; la Ley de Discriminación por Edad de 1975, según enmendada; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

CCISD tomará medidas para garantizar que la falta de dominio del idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para obtener más información sobre sus derechos o procedimientos de quejas, comuníquese con:

Title IX Coordinator	and/or	Section 504 Coordinator
Kelly Taylor		Jean Bethany
CCISD Central Office		District Support Center
525 N. Commerce		607 Tilley St
Port Lavaca, TX 77979		Port Lavaca, TX 77979
361-552-9728		361-552-2550

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on TX-NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated EB/EL in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document is sent out electronically to the designated District MEP Representative, but can be obtained electronically in MS Word format from Regional ESC MEP Staff upon request.

School District:  
Calhoun

Region: ESC 03

## Priority for Service (PFS) Action Plan

Filled Out By: Victoria Rivera

Date: 08/18/2023

School Year: 2023-2024

2023-2024 Region 3 MEP SSA Member Districts: Alice ISD, Bay City ISD, Bloomington ISD, Boling ISD, Calhoun ISD, East Bernard ISD, Edna ISD, El Campo ISD, Garado ISD, Industrial ISD, Louise ISD, Palacios ISD, Rice ISD, Tidehaven ISD, Victoria ISD, Wharton ISD, Woodsboro ISD, Yoakum ISD

Note: Title I, Part C Coordinator or designated District MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migratory PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL/EB, economically disadvantaged).

**Goal(s):**

To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards, EB students in grades K-3; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from TX-NGS, and documentation kept to track progress towards student success.

**Objective(s):**

To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly	ESC TX-NGS Data Clerk, ESC Program Specialist	TX-NGS PFS Report TX-NGS Tracking Report
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	August 2023	ESC MEP Staff	LEA PFS Action Plan
<b>Additional Activities</b>			

<ul style="list-style-type: none"> <li>Monthly, staff will monitor PFS reports and PFS student progress forms per semester. MEP staff (program specialist, MEP recruiter &amp; LEA, if applicable) will review any areas of need.</li> <li>MEP staff will communicate with LEA and migratory students on progress made and/or other identified needs of PFS students.</li> <li>MEP staff will document all coordination efforts with LEA and migratory students for auditing purposes.</li> </ul>	Monthly, Per Semester	ESC MEP Staff, LEA Staff	TX-NGS Priority for Service Report, ESC PFS Contact Log, Individual PFS Progress Review, Coordination of Services Log
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migratory students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C MEP Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.</li> </ul>	Sept. 2023 – Aug. 2024	ESC MEP Staff	LEA Correspondence, Email PFS Criteria Document, TX-NGS PFS Report
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C MEP Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	Sept. 2023 – Aug. 2024	ESC MEP Staff	ESC PFS Contact Log, Home visit Parent Contact Log, Individual PFS Progress Review
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C MEP Coordinator or MEP staff will make individualized home and/or district visits to update parents on the academic progress of their children.</li> </ul>	Sept. 2023 – Aug. 2024	ESC MEP Staff, LEA Staff	ESC PFS Contact Log, Home Visit Parent Contact Log, Individual PFS Progress Review
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Additionally, during the academic calendar, the MEP Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents via the following: <ul style="list-style-type: none"> <li>a. One-on-one with student, parent and or district staff at time of student appearing on PFS Report.</li> <li>b. At 1 of 3 Regional PAC Meetings;</li> <li>c. Upon parent or student request;</li> <li>d. PFS Criteria will be available on the ESC MEP Web page and parents notified of link to site throughout the academic year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. MEP Home Visit</li> <li>b. Regional PAC Meeting (Virtual or Face-to-Face)</li> <li>c. Region 3 MEP webpage</li> </ul>	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes, Sign-in Sheet <a href="https://www.esc3.net/598270_3">https://www.esc3.net/598270_3</a>
<b>Provide services to PFS migratory students.</b>			

<ul style="list-style-type: none"> <li>The district's Title I, Part C MEP coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.</li> </ul>	Sept. 2023 – Aug. 2024	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review
<ul style="list-style-type: none"> <li>The district's Title I, Part C MEP coordinator or MEP staff will ensure that PFS students receive priority access to instructional/support services and/or community social services/agencies.</li> </ul>	Sept. 2023 – Aug. 2024	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review
<ul style="list-style-type: none"> <li>The district's Title I, Part C MEP coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Sept. 2023 – Aug. 2024	ESC MEP Staff, LEA Staff	ESC PFS Contact Log, Home Visit Parent Contact Log, Individual PFS Progress Review
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Identified OSY will receive priority access to services, and community social services/agencies as needed to ensure identified needs are met. <ul style="list-style-type: none"> <li>Documentation will be kept locally by MEP staff of all coordination of services, referrals, academic services, and mental health services offered and/or accepted by the student and family.</li> </ul> </li> </ul>	Year-round	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review, Coordination of Service Log, Home Visit OSY Log/Form

Kelli Taylor  
LEA Signature

9/8/23  
Date Completed

Victoria Rivera  
ESC Signature

09/08/2023  
Date Received

**2023-2024 Identification and Recruitment (ID&R) Plan  
Region 3 Migrant Education Program & SEA Member Districts**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<p><b>A. Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters</b> Attend ID&amp;R and TX-NGS training offered by ESC – Designated SEA Reviewers COEs for the new school year cannot be completed until training has occurred or as determined by the Texas Education Agency (TEA).</p>	<p>Staff: All ESC recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>◆ Take the currently available ID&amp;R Online Course after September 1, 2023, to be certified for 2023-2024.</p>
<p><b>B. Other: Attend follow-up trainings for ID&amp;R and TX-NGS</b> Follow-up training and technical assistance will be provided by the ESC for ID&amp;R and TX-NGS.</p>	<p>Staff: All ESC recruiters and Designated SEA Reviewers for the MEP.</p>	<p>◆ As required by TEA; ◆ As requested by LEA; ◆ As offered by the ESC (targeted training opportunities).</p>
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<p><b>A. Meet with ESC ID&amp;R Staff to review and update plan, as needed.</b> Meet with MEP staff to brainstorm and plan recruitment strategies to include in ID&amp;R Plan. * Best Practice: Keep documentation of the planning session for future reference/planning.</p>	<p>Staff: All ESC recruiters and Designated SEA Reviewers for the MEP</p>	<p>◆ By September 15</p>
<p><b>B. Finalize all forms, documents, logs.</b> Disseminate and train on all forms, logs, etc. that will be used by ESC MEP ID&amp;R staff.</p>	<p>Staff: ESC MEP administrators, Recruiters/Reviewers for the MEP</p>	<p>◆ By August 31</p>
<p><b>C. Make recruiter assignments.</b> Assign recruitment areas, ensuring year-round, ongoing recruitment. Focus areas include school/campus, local community, growers/ranchers, out of school youth including pre-school-aged children, and other state and federal agencies that serve Migratory families. * Best Practice: Identify recruitment areas and prioritize timeline to ensure recruitment is occurring during peak times.</p>	<p>Staff: All ESC recruiters/Reviewers for the MEP</p>	<p>◆ By August 31</p>
<p><b>D. Conduct ID&amp;R.</b> <b>Potentially Eligible Migratory Children:</b> Contact potentially eligible Migratory families using:  <ul style="list-style-type: none"> <li>community recruitment / community events</li> <li>following up on family surveys provided during registration;</li> <li>target both enrollees and non-enrollees (ages 0-21). (Complete COEs as needed)</li> </ul> <b>Currently Eligible Migratory Children</b> <ul style="list-style-type: none"> <li>Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. (Complete new COEs as needed)</li> </ul> <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.  * Best Practice: Keep digital logs of recruitment efforts ensuring logs contains notes regarding the locations visited. Migrant Program staff can then create a Google Map to track recruitment which will contain information regarding visits, contact information and result of last visit.  * Best Practice: Visit the TMEP Portal and the TEA website under Grant Compliance, TIC on a regular basis for MEP updates</p>	<p>Staff: ESC MEP recruiters *LEAs will forward ALL occupational family surveys to ESC MEP Staff for eligibility determinations</p>	<p>◆ Currently eligible children; By August 31 with continued recruitment efforts throughout the year. ** ◆ Potentially eligible children - Make initial outreach efforts by September 30/as Family/Occupational Surveys are received. **</p>
<p><b>E. Complete COE/ECOE.</b> Recruiter completes ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Recruiter will enter and submit ECOE and ECOE SDF on TX-NGS for Designated SEA Reviewer to review and approve. * Best Practice: Recruiters and Reviewers should keep a log of ECOEs entered and approved. This information should be kept current and readily available for auditing purposes.</p>	<p>Staff: ESC MEP recruiters</p>	<p>◆ Within 5 working days of parent signature</p>

<p><b>F. Review of ECOEs.</b> Designated SEA Reviewer reviews ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Return ECOE and ECOE Supplemental Documentation Form to recruiter if additional information is needed. After reviewing for accuracy, the reviewer will approve ECOE on TX-NGS and submit.</p> <p>* <b>Best Practice:</b> SEA Reviewers are certifying that all of the information on the ECOE is correct and that all required and procedural comments have been made. SEA Reviewers should keep a log of incoming ECOE/COE SDF submitted.</p>	<p>Staff: Designated SEA Reviewers TX-NGS staff (ESC Only)</p>	<p>⚡ Within 7 working days of parent signature.</p>
<p><b>G. Conduct Residency Verification.</b> Verify continued residency for all currently eligible Migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p> <ul style="list-style-type: none"> <li>For existing COEs with Section H completed: TX-NGS Data Specialists should record residency verification date and method used on TX-NGS.</li> <li>For new COEs completed during the current reporting period: TX-NGS Data Specialists should record the signature date on Section F of the COE in the residency verification date field on TX-NGS.</li> <li>For Two-Year-Olds turning Three: The TX-NGS Data Specialist should request the Two-Year-Olds Turning Three report to share with the recruiter. For all two-year-olds turning three during the current reporting period, the recruiters must verify residency with a 2<sup>nd</sup> Residency Verification date.</li> </ul> <p><b>Note:</b> Please remember that for non-enrollees, a new history line must be entered for each reporting period (September 1– August 31), along with a residency verification date for federal reporting purposes. (pg. 22 of TX-NGS Manual)</p> <p><b>TX-NGS Recommended Reports</b> Campus  COE Family  Currently Enrolled Student List   District Enrollment Comments  Grade/Age Distribution Summary  Unique Student Count</p>	<p>Staff: ESC MEP recruiters</p>	<p>⚡ Between Sept. 1 and Nov. 1; ⚡ For 2 yrs. old turning 3 – on or after 3rd birthday.</p>

<p><b>III. MAPS AND INTERREGIONAL NETWORKING</b></p>		
<p><b>A. Make Contact with Potential Growers/Ranchers/Employers</b> Make recruiter assignments for contacting growers within the region's boundaries regarding hiring practices, crops, and growing seasons.</p> <ul style="list-style-type: none"> <li>Send Grower/Employer Survey (sample found on page 211, section 5.43, of the ID&amp;R Manual).</li> <li>Call and request permission to visit the employers regarding the program;</li> <li>Conduct on-site visit. Bring program information, sample items for Migratory families, etc.</li> <li>Document all ID&amp;R visits with growers/ranchers/employers.</li> </ul>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP (ESC Only)</p>	<p>⚡ Attempt to contact all growers within the district boundaries by December 1. **</p>
<p><b>B. Collaboration of Calendars and Maps</b> Work collaboratively with or using profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Coordinate use of maps for recruiters highlighting all areas/neighborhoods where Migratory families reside.</p> <ul style="list-style-type: none"> <li>Recruitment logs (digital entries) can be used to create spreadsheets to populate a Google map.</li> </ul>	<p>Staff: MEP administrators and recruiters (ESC Only)</p>	<p>⚡ Update on ongoing basis throughout the year</p>
<p><b>C. Other: Utilize New Resources Available for MEP Staff</b></p> <ul style="list-style-type: none"> <li>Utilize the ID&amp;R Data Dashboard provided by Arroyo Research Services (access permissions required)</li> <li>Utilize the IDRC Consortium Agriculture &amp; Resource Portals</li> </ul>	<p>Staff: ESC MEP administrators And recruiters, LEA staff</p>	<p>⚡ Update on ongoing basis throughout the year</p>

<p><b>IV. INTERAGENCY COORDINATION</b></p>		
<p><b>A. Network with agencies that serve Migratory families.</b> Coordinate/network with local/regional organizations that provide services to Migratory workers and their families by:</p> <ul style="list-style-type: none"> <li>Meeting with staff</li> <li>Attending school fairs</li> <li>Community events</li> <li>Sharing information with entities listed on the back of the COE.</li> </ul>	<p>Staff: ESC MEP administrators and recruiters, LEA staff</p>	<p>⚡ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **</p>

<p><b>B. Other Network and Coordinate with Other Educational Programs</b>          Ensure cross-program collaboration and sharing of program information with other educational programs that provide services to all students.</p> <ul style="list-style-type: none"> <li>• Title I, Part A</li> <li>• Title III, Part A</li> <li>• McKinney-Vento Homeless Program</li> <li>• Special Education Services, etc.</li> </ul>	<p>Staff: ESC MEP administrators          And program specialists, LEA staff</p>	<p>◆ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **</p>
<b>QUALITY CONTROL</b>		
<p><b>A. Written quality control procedures.</b>          Develop written procedures that outline ID&amp;R quality control within the LEA/ESC.</p> <ul style="list-style-type: none"> <li>• Utilize the ID&amp;R Manual for information regarding compliance and program requirements.</li> <li>• Utilize the ESSA Consolidated Grant Program Requirements to ensure quality control procedures are in line with program requirements.</li> <li>* <b>Best Practice:</b> Documentation should be kept when conducting quality control. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.</li> </ul>	<p>Staff: MEP Administrators, staff and recruiters, LEA staff</p>	<p>◆ By August 31          ◆ Update on an on-going basis</p>
<p><b>B. Eligibility Review.</b>          ESC will forward COEs with difficult eligibility determinations to TEA for review. Follow protocol as outlined in the ID&amp;R Manual and or State/National MEP.</p> <ul style="list-style-type: none"> <li>* <b>Best Practice:</b> Documentation is kept at the ESC for any COEs submitted and approved or declined. This documentation will serve as evidence that consistent quality control was being implemented within the LEA or on its behalf and the ESC.</li> </ul>	<p>Staff: ESC MEP staff</p>	<p>◆ Ongoing throughout the year</p>
<p><b>C. Monitor and address ongoing training needs for ID&amp;R.</b>          Work with regional ESC to provide training support to MEP/LEA staff, as specific needs are observed throughout the year. <i>Note:</i> The ESC will offer target training opportunities for MEP staff.</p>	<p>Staff: All MEP staff, LEA staff</p>	<p>◆ As needed throughout the year</p>
<p><b>D. Maintain up-to-date records on file.</b>          Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name (Heading Section of COE #4) and retain records for seven (7) years from the date eligibility ends. (Eligibility: 3-year retention / 7 years after end of eligibility for 10 years total)          * <b>Best Practice:</b> Documentation should be shredded when no longer required.</p>	<p>Staff: All MEP staff</p>	<p>◆ Ongoing throughout the year</p>
<p><b>E. Coordinate with ESC for annual eligibility validation.</b></p> <ul style="list-style-type: none"> <li>• Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA. The ESC will contact LEA with instructions if selected for validation.</li> </ul>	<p>Staff: ESC MEP staff, LEA staff</p>	<p>◆ January - July</p>
<b>VALUATION</b>		
<p><b>A. Evaluate ID&amp;R efforts for subsequent planning.</b></p> <ul style="list-style-type: none"> <li>• Gather input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&amp;R plans for continuous improvement.</li> <li>• Analyze data from stakeholder input, parent surveys and feedback, community partner surveys, student feedback, Recruiter feedback, recruiter logs, Recruitment Mapping, etc.</li> <li>• Incorporate identified priority items in ID&amp;R plans for continuous improvement.</li> <li>* <b>Best Practice:</b> Maintain documentation locally when evaluating ID&amp;R efforts. Documentation should be kept showing school and community recruitment on a year-round basis.</li> </ul>	<p>Staff: All MEP staff, LEA staff          Others: Local Migrant Parent Advisory Council (PAC), etc.</p>	<p>◆ Ongoing throughout the year</p>
<p><b>2023-2024 Region 3 MEP SSA Member Districts: Alice ISD, Bay City ISD, Bloomington ISD, Boling ISD, Cathoun ISD, East Bernard ISD, Edna ISD, El Campo ISD, Ganado ISD, Industrial ISD, Louise ISD, Palacios ISD, Rice ISD, Tidkaven ISD, Victoria ISD, Wharton ISD, Woodsboro ISD, Yorkum ISD</b></p>		

*Keegan Sawyer, Asst Sup 9/8/23*  
 District MEP Representative Signature

*Victoria Rivera* 09/08/2023  
 ESC MEP Representative Signature





# CCISD Professional Development Plan 2023-2024

Topic	Date	F2F/WOW	Targeted Audience
New Teacher Orientation	August 2-3, 2023	F2F	All New Faculty
Employee Safety Procedures Training	July- August 2023	F2F	Substitutes, Maintenance, Transportation, New Faculty
<i>Be the Difference!</i> - Motivational Message	August 7, 2023	F2F	All Instructional and Support Staff
PEIMS: First Day Procedures & Attendance	August 8, 2023	F2F	Campus Administrators and PEIMS Personnel
Research-Based Instructional Strategies	August 8-9, 2023	F2F	All Instructional and Support Staff
New Discipline Coding/Bullying/Vaping	July 27, 2023/ August 9, 2023	F2R	Campus Administrators
State of the District	August 10, 2023	F2	All Employees
Safety Overview	August 10, 2023	F2F	All Employees
Access4All: Planning Effective Instruction for Diverse Secondary Classrooms	August 11, 2023	F2F	Select Secondary Faculty/Staff
Elementary Math PLCs - Eureka Math: Processes, Resources, and Expectations	August 11, 2023	F2F	All Elementary Math Teachers
Elementary Math PLCs - Eureka Math	August 15, 2023 & August 17, 2023	F2F	All Elementary Math Teachers - Weekly recurring meetings - Tues. at Seadrift and Port O'Connor; Thurs. at HJM/JR
Elementary Math District-Wide PLCs - Eureka Math Pacing Calendar and Assessments	August 28-September 1, 2023	F2F	All Elementary Math Teachers - 12:30-3:30 P.M./ Kinder - 8-10 A.M. Mon., Gr. 2; Tues. Gr. 1; Wed., Gr. 3, Thurs., Gr. 4; Fri., Kinder and Gr. 5

<b>Topic</b>	<b>Date</b>	<b>F2F/WOW</b>	<b>Targeted Audience</b>
2023-2024 CCISD Safety Procedures	August 2023	WOW	All Employees
Civil Rights - Breakfast in the Classroom	August 2023	WOW	Participating Employees
TIA - Update	August 2023	WOW	All Employees
Safe and Supportive Schools Plan	August 2023	WOW	All Employees
Multi-Tiered Systems of Support	August 2023	WOW	All Employees
Threat Assessment Process	August 2023	WOW	All Employees
Suicide Prevention, Introduction of YAM	August 2023	WOW	All Employees
Anti-Vaping Campaign	August 2023	WOW	All Employees
Opioid Overdose	August 2023	WOW	All Employees
Human Trafficking	August 2023	WOW	All Employees
Texas SPED Support Website/Differentiation	August 2023	WOW	All Employees
504, Dyslexia, and Accommodations Updates	August 2023	WOW	All Employees
Diabetic and Seizure Videos	August 2023	WOW	All Employees
Stop the Bleed	August 2023	WOW	All Employees
Blood-Borne Pathogens	August 2023	WOW	All Employees
Texas Dept of Family and Protective Services: Texas Abuse Hotline	August 2023	WOW	All Employees
Allergy, Asthma, EPI Pen PD	September 2023	Online Module	All Employees
Suicide Prevention- More YAM	September 2023	Online Module	All Employees
Secure Drill - 1 per school year	September 2023	F2F	All Campus Staff
Shelter for Severe Weather Drill - 1 per school year	September 2023	F2F	All Campus Staff
Legal Updates, Discipline Data	September 29, 2023	F2F	Assistant Principals, Safety Specialists
Strong Foundations RLA RBIS Learning Series	September 29, 2023	F2F	Literacy Framework Committee

<b>Topic</b>	<b>Date</b>	<b>F2F/WOW</b>	<b>Targeted Audience</b>
Carnegie Math Implementation Support	September 29 & October 20, 2023	F2F	Secondary Math Teachers and Math Instructional Specialists
Evacuation Drill - 1 per school year	October 2023	F2F	All Campus Staff
Threat Assessment Committee Training	October 11, 2023	Online	Select Faculty and Staff
Title 1 Parent/Teacher Conferences & Report Card Pick Up	October 19, 2023	F2F	All Campus Staff
SPAT Training	October 19, 2023	F2F	Travis, TBA
Safety Training- CRASE AM	October 20, 2023	F2F	All District, Law Enforcement Partners
Safe and Supportive Schools-PBIS, Character Education, Multi-Tiered Intervention PM	October 20, 2023	TBA	All District
Lockdown Drill - 2 per school year (one per semester).	October/November 2023 February/March 2024	F2F	All Campus Staff
State of the District	January 8, 2024	F2F	All Employees
Safe and Supportive Schools:, Culture and Safety Surveys	January 8, 2024	WOW	All Employees
Supporting Struggling Readers in all Settings	January 8, 2024	F2F	Select Secondary Faculty and Staff
Instructional Planning & Teacher Preparation	January 8, 2024	F2F	All Instructional Staff
Data Disaggregation & Instructional Planning	March 8, 2024	F2F	All Instructional Staff
State Testing Training & Instructional Planning	March 18, 2024	F2F	All Instructional Staff
Shelter-in-Place for Hazmat / Weather Drill - 1 per school year	April 2024	F2F	All Campus Staff
PBIS, Examination of Attendance & Discipline Data	Monthly	F2F	District and Campus Administrators Instructional Staff
Fire Evacuation Drills	Monthly	F2F	All Campus Staff



















# Sept. 18th: Agenda

- Welcome
- DEIAC's Role
- Safety Updates
- Curriculum Updates
- District Improvement Plan Work
  - Purpose
  - Data Review
  - Activity

# DEIAC Meeting

Date: September 18, 2023

District Support Center 4:15 pm.

Name	Position	Signature
✓ Anderson, Katie	Teacher CHS	
Bethany, Jeana	Administrator Director of Special Programs	
Boone, Amy	PIE Coordinator, CCISD Communications	
✓ Callaway, Jacqueline	Teacher Seadrift	
✓ Canales, Melissa	Teacher Seadrift	
Cardwell, Evan	Superintendent	
Carey, Breanna	Secondary Administrator CHS Assistant Principal	
✓ Crow, Shelly	Teacher CHS	
✓ Durham-Adame, Marie	Non-Teaching Professional HJM Instructional Specialist	
Fernandez, Celeste	Paraprofessional Federal Programs	
✓ Gayler, Erin	Teacher POC	
✓ Gibson, Jill	Teacher HJM	
Greaves, Kristi	District Curriculum Specialist	
✓ Harwell, Brittainy	Teacher JR	
Hernandez, Maggie	Assistant Superintendent of Curriculum & Instruction	
Martinez, Robin	Chief Financial Officer	
Matula, Macey	Teacher CHS	
✓ McCall, Leather	Elementary Administrator JR Principal	

# DEIAC Meeting

Metting, Priscilla	Teacher Travis	Metting
Raybon, Emily	Parent	Absent
Sassman, Joan	Teacher Travis	Absent
Schultz, Lance	Non-Teaching Professional CTE Counselor	Lance Schultz
Sharp, Sara	Teacher HJM	Absent
Staloch, Kaitlin	Teacher Hope	Kaitlin Staloch
Taylor, Kelly	Assistant Superintendent of Pupil, Personnel, & Federal Programs	Kelly Taylor
Tullos, Angela	TIA Representative	Angela Tullos
Vickery, Rhea	Teacher JR	Rhea Vickery
Wehmeyer, Shawn	Community Member	Absent

✓ McAuley Stephanie TMS S

✓ Anna Abongaya (Absent) Non professional



# Oct. 16th: Agenda

- Welcome
- Teacher Incentive Allotment Update
- Safety
- Multi-Tiered Systems of Support
- District Improvement Plan Work
  - Data Review
  - Group Activity



# DEIAC Meeting

Date: October 16, 2023

District Support Center 4:15 pm.

Name	Position	Signature
Anderson, Kaitie	Teacher CHS	
Bathany, Jeana	Administrator Director of Special Programs	Absent
Boone, Amy	PIE Coordinator CCISD Communications	Amy Boone
Callaway, Jacqueline	Teacher Seadrift	
Canales, Melissa	Teacher Seadrift	Melissa Canales
Cardwell, Evan	Superintendent	
Carey, Breanna	Secondary Administrator CHS Assistant Principal	Breanna Carey
Crow, Shelly	Teacher CHS	Shelly Crow
DeLaGarza; Laura	Paraprofessional District	Absent
Durham-Adame, Marie	Non-Teaching Professional HJM Instructional Specialist	Marie Durham-Adame
Dierlam, Celeste	Paraprofessional Federal Programs	Celeste Dierlam
Gayler, Erin	Teacher POC	Absent
Gibson, Jill	Teacher HJM	Jill Gibson
Greaves, Kristi	District Curriculum Specialist	Absent
Harwell, Brittainy	Teacher JR	Absent
Hernandez, Maggie	Assistant Superintendent of Curriculum & Instruction	Maggie Hernandez
Martinez, Robin	Chief Financial Officer	Absent





# DEIAC Meeting

Date: October 16, 2023

District Support Center 4:15 pm.

Matula, Macey	Teacher CHS	<i>Macey Matula</i>
McCall, Leather	Elementary Administrator JR Principal	<i>Leather McCall</i>
McCauley, Stephanie	Teacher Travis	<i>Stephanie McCauley</i>
Metting, Priscilla	Teacher Travis	<i>Priscilla Metting</i>
Sassman, Joan	Teacher Travis	<i>Joan Sassman</i>
Schultz, Lance	Non-Teaching Professional CTE Counselor	<i>absent</i>
Sharp, Sara	Teacher HJM	<i>Absent</i>
Staloch, Kaitlin	Teacher Hope	<i>Kaitlin Staloch</i>
Taylor, Kelly	Assistant Superintendent of Pupil, Personnel & Federal Programs	<i>Kelly Taylor</i>
Tullos, Angela	TIA Representative	<i>Angela Tullos</i>
Vickery, Rhea	Teacher JR	<i>Rhea Vickery</i>
Raybon, Emily	Parent	
Wehmeyer, Shawn	Community Member	

# Nov. 6th: Agenda

- Legislative Updates & Bond Proposal
- Teacher Incentive Allotment
- District Improvement Plan
- Strong Foundations Literacy Framework
- Multi-Tiered Systems of Support
  - Character Education
  - Engagement Survey



# DEIAC Meeting

Parent, Family and Community Involvement, Comprehensive Safety Needs Assessment, Title IV, Emergency Operation Plan Review

Date: November 6, 2023

District Support Center 4:15 P.M.

Name	Position	Signature
Anderson, Katie	Teacher CHS	Katie Anderson
Bethany, Jeana	Administrator Director of Special Programs	Jeana Bethany
Boone, Amy	PIE Coordinator CCISD Communications	Amy Boone
Callaway, Jacqueline	Teacher Seaditt	J. Callaway
Carales, Melissa	Teacher Seaditt	Melissa Carales
Cardwell, Evan	Superintendent	Evan Cardwell
Carey, Breanna	Secondary Administrator CHS Assistant Principal	Breanna Carey
Crow, Shelly	Teacher CHS	Shelly Crow
DeLaGarza; Laura	Paraprofessional District	
Durham-Adame, Marie	Non-Teaching Professional HJM Instructional Specialist	
Dierham, Celeste	Paraprofessional Federal Programs	Celeste Dierham
Gaylor, Erin	Teacher POC	Erin Gaylor
Gibson, Jill	Teacher HJM	Jill Gibson
Greaves, Kristi	Curriculum Specialist District	Kristi Greaves
Harwell, Brittainy	Teacher JR	Brittainy Harwell
Hernandez, Maggie	Assistant Superintendent of Curriculum & Instruction	Maggie Hernandez



# DEIAC Meeting

Date: November 6, 2023

District Support Center 4:15 P.M

Name	Position	Signature
Martinez, Robin	Chief Financial Officer District \	
Matula, Macey	Teacher CHS	<i>Macey Matula</i>
McCall, Leather	Elementary Administrator JR Principal	<i>Leather McCall</i>
McCauley, Stephanie	Teacher Travis	
Metting, Priscilla	Teacher Travis	<i>Priscilla Metting</i>
Sassman, Joan	Teacher Travis	
Schultz, Lance	Non-Teaching Professional CTE Counselor	<i>Lance Schultz</i>
Sharp, Sara	Teacher HJM	
Staloch, Kaitlin	Teacher Hope	<i>Kaitlin Staloch</i>
Taylor, Kelly	Assistant Superintendent of Pupil, Personnel & Federal Programs	<i>Kelly Taylor</i>
Tullios, Angela	Administrator Human Resources Director/TIA	
Vickery, Rhea	Teacher JR	<i>Rhea Vickery</i>
Raybon, Emily	Parent	
Wehmeyer, Shawn	Community Member	