

# Como-Pickton CISD

## District/Campus Improvement Plan

### 2024-2025



# Mission Statement

The Mission of Como-Pickton Consolidated Independent School District, in partnership with the home and community, is to provide excellence in education through relevant learning opportunities that will prepare students to achieve personal fulfillment and to become responsible, productive members of society.

## Vision

Develop every child to be a life-long learner, enabling them to be effective communicators, complex thinkers, and productive citizens qualified to meet the uncertainties of the future.

## Core Beliefs

- Through challenging and engaging instruction, all students can be successful learners.
- As models for students, CPCISD personnel should engage in life-long learning opportunities, measured by the achievement of personal and professional goals.
- Students are accountable for their own learning and actions; parents are accountable for their children; and the district is accountable to the community.
- Students should have access to a quality education provided by CPCISD in a community that supports a diverse population.
- The collaboration and inclusion of students, parents, staff, and community in the decision-making process is vital to the success of CPCISD and should be actively fostered.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The district assistant superintendent scheduled a Site-Based Committee meeting on May 24, 2023, and invited all members to the meeting.

At the meeting, the committee began its comprehensive needs assessment process as reflected on the agenda for the meeting. The committee reviewed all data available including parent, student, and teacher survey results, benchmark data, discipline reports, STAAR demographic reports, attendance reports, program evaluations from prior years, etc. The committee, using the data presented, analyzed the following areas using questions from TEA publications:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment and Retention
- Curriculum, Instruction and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

From this analysis, the committee determined strengths and weaknesses in the instructional program and established campus priorities based on needs.

The committee also reviewed and updated the District Improvement Plan according to these new findings.

Updates to the CNA and the DIP will continue throughout the year after receiving various new data. The meetings to complete these updates will be scheduled by the assistant superintendent who will invite all committee members to meet again in November 2023 and April 2024.

Updated DIP strategies will be implemented accordingly. An end-of-year evaluation, scheduled for June 2024, will be conducted on these strategies to determine effectiveness.

# Demographics

## Demographics Summary

Como-Pickton Consolidated Independent School District is a 2A Texas district located in Hopkins County in Northeast Texas. The district is composed of one campus, which includes an elementary, junior high, and high school. Como-Pickton school serves students in prekindergarten through twelfth grade. The district has a current enrollment of approximately 730 students and is located in a rural, agricultural area. The district's ethnic distribution of students is approximately 2.3% African American, 43.2% Hispanic, and 51.3% white. Our student population also consists of: 70.9% economically disadvantaged, 26.9% Limited English Proficient, and 58.3% at-risk. Most student populations are fairly stable with the exception of an increase noted for the at-risk student group (6% gain). Como-Pickton CISD is Title I Schoolwide, based on the percentage of economically disadvantaged students. In the past year, the district has seen a decrease in overall student enrollment (approximately 2%). Review of longitudinal data indicates the percentage of English learners appears to be stabilizing at an average of 25% to 26%, with fluctuation of about 2% in either direction on an annual basis.

According to the 2023 Texas Academic Performance Report (TAPR), the district's mobility rate is at 11.7%. The district population includes 17.5% of students who qualify for special education. Our gifted and talented students comprise 4.7% of the population. Como-Pickton CISD has a mixed faculty of experienced and novice teachers, including 29.1% who have fewer than five years experience. Our professional staff is mostly white females with bachelor degrees. The staff turnover rate is at 21.2% as per the TAPR report. The average number of students per teacher is approximately 12.

## Demographics Strengths

- The make up of the student population is relatively stable with regard to race, ethnicity, primary language, and gender.
- Active family participation in events, such as Deck the Halls and Fall Carnival.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The district faces many challenges in educating students who are English learners (e.g. availability of bilingual/ESL teachers).

**Root Cause:** Rural location of the school.

**Problem Statement 2 (Prioritized):** Many challenges in educating increased number of students who meet criteria for at-risk (6% gain from prior year).

**Root Cause:** Rural location of the school.

**Problem Statement 3:** Reduction in overall ADA (down approximately 20 students from prior year).

**Root Cause:** Rural location of the school.

# Student Achievement

## Student Achievement Summary

The district site-based committee, leadership team, and special program teams conducted a comprehensive needs assessment. Performance in core content areas across all student groups, including special education and English Learners, is an area of needed focus, with special emphasis in writing. Increased emphasis on vertical alignment, differentiation, and instructional rigor, which is necessary for STAAR and EOC test success across the district is necessary. In addition, the committee looked at progress for our English learners and noted an increase in performance in most content areas and grade levels. In fact, English learners EOC scores in all but English I and English II are comparable to all student groups' scores.

The committee noted that the number of students failing courses over the last three years has dropped from 43 to 13. The committee felt the improvement was directly correlated with increased focus on student performance data and data driven instructional decisions.

### Federal Accountability:

The district site-based committee reviewed Results Driven Accountability (RDA) indicator trends across the last three school years and the 2022–2023 Federal Report Card. Como-Pickton CISD's RDA 2022–2023 report indicates the following at performance levels of 2, 3, or 4:

- SPED STAAR 3-8 Passing Rate: Reading = 2
- SPED Total Disciplinary Removals Rate (Ages 3-21) = 0

RDA results indicate the district had no significant disproportionality for special education indicators relating to race or ethnicity.

The district was not identified for corrective action and trend analysis indicates overall RDA results are better than they have been in the past five school years.

### State Accountability:

The state has not issued accountability ratings for 2023. The site-based committee reviewed TAPR information looking for trends in all subject areas for each grade level as well as for students moving from one grade level to the next. Trends among groups of students were also reviewed. The following areas were identified as target areas based on the TAPR:

- STAAR Percent at Approaches Grade Level or Above – ELA/Reading: Rate above state average (CP = 81, TX = 77)
- STAAR Percent at Approaches Grade Level or Above - Math: Rate above state average (CP = 77, TX = 75)
- STAAR Percent at Approaches Grade Level or Above - Science: Rate equals state average (CP = 77, TX = 77)
- STAAR Percent at Approaches Grade Level or Above – Social Studies: Rate below state average (CP = 68, TX = 78)
- STAAR Percent at Meets Grade Level or Above – ELA/Reading: Rate below state average (CP = 52, TX = 53)
- STAAR Percent at Meets Grade Level or Above – Math: Rate below state average (CP = 40, TX = 45)
- STAAR Percent at Meets Grade Level or Above – Science: Rate below state average (CP = 40, TX = 47)
- STAAR Percent at Meets Grade Level or Above – Social Studies: Rate below state average (CP = 34, TX = 52)
- STAAR Percent at Masters Grade Level – ELA/Reading: Rate below state average (CP = 14, TX = 20)
- STAAR Percent at Masters Grade Level – Math: Rate below state average (CP = 12, TX = 20)
- STAAR Percent at Masters Grade Level – Science: Rate below state average and declining (CP = 12, TX = 18)
- STAAR Percent at Masters Grade Level – Social Studies: Rate below state average (CP = 20, TX = 30)

STAAR performance for students meeting at-risk criteria was compared to STAAR performance for students not at-risk. Data indicates there is a significant gap in reading and math for at-risk students. Although this performance gap is not increasing, it is also not significantly closing. Services to students identified at-risk should be reviewed to determine their individual efficacy. According to the 2023 Texas Academic Performance Report, the dropout rate, though, is at 0% confirming that the district's at-risk program is indeed working in

that regard. The graduation rate is 98.1%.

Graduating seniors from Como-Pickton have received guidance for future career, college, or military planning. The percentage of college-ready graduates from Como-Pickton is 22 points lower than the state average while the career or military-ready graduates percentage from CPCISD is 20 points higher than the state. The average ACT/SAT score for graduating seniors at Como-Pickton has been below the state average for the last five years. 47.4% of CPCISD students enrolled in Advanced/Dual Credit courses in 22-23 whereas the state average of enrollment for this is 44.2%.

### **Student Achievement Strengths**

- Student specific services and interventions (e.g. SpEd, 504, Dyslexia, MTSS, tutorials)
- MTSS Reading and Math pullout services at the elementary level
- Content lab classes at the secondary level for students not meeting state standards for STAAR
- Acquisition of TeXGuide, Boardworks, and TEKS Implementation Guides to enhance district curriculum
- Professional development opportunities at Region 8 ESC
- Began implementation of AVID WICOR strategies at secondary level
- Twice-yearly data presentations
- ACT prep class
- Student cohort tracking of CCMR criteria
- Distinction Designation in science

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Under-performance of special education, English Learner, and Hispanic student groups on state assessment.

**Root Cause:** Effective differentiated instruction and appropriate staff development.

**Problem Statement 2 (Prioritized):** Under-performance, compared to the state, in STAAR ELA/Reading, Math, Writing, and Science at the Meets and Masters level.

**Root Cause:** Effective instructional practices and improved vertical alignment of curriculum.

**Problem Statement 3 (Prioritized):** Underperformance of graduates on ACT/SAT tests.

**Root Cause:** Effective instructional practices and improved vertical alignment of curriculum.

**Problem Statement 4 (Prioritized):** The performance gap between students identified as at-risk and those not at risk is significant

**Root Cause:** Inadequate supports to meet the varied needs of at-risk students

# District Culture and Climate

## District Culture and Climate Summary

Como-Pickton CISD is a safe, welcoming place where students are treated with respect. Staff surveys indicate we have a welcoming campus, extensive school pride, and support on all levels. New students and new staff feel welcome and accepted from their very first day. Many staff report feeling extended support from administrators. Staff members indicated they felt very safe on our campus and that this has increased due to annual trainings and drills. The district employs a full-time school resource officer and actively participates in the Guardian Program. The Guardian Program provides students and staff an armed self defense option prior to the arrival of Law Enforcement in the event of an active shooter on campus.

Our district had a 0% violence rating according to persistently dangerous school criteria. Attendance is at 94.2% (according to the 2023 TAPR), slightly below the top quartile rate of 96.5% for comparable schools. School staff works closely with at-risk students and provides home visits, counseling, and donations of food, funds, and clothing when needed. Most students who graduate from Como-Pickton CISD have identified future plans for career, college, and the military; however, some do not. The district vision, mission, and belief statements were developed with community, parent, student, and school staff input. They point toward high expectations for everyone, and our students and staff are aligned to this concept.

## District Culture and Climate Strengths

- Positive communication through social media
- Recognition for academics and behavior successes
- High expectations for academics and behavior
- Emphasis on growth of all students
- Professional and family atmosphere
- Safety measures are in place
- Anonymous reporting and drug testing procedures are in place
- Overall teachers feel more supported from administration
- Increase in school pride
- Overall positive view of school from parents and community
- Positive supports between student social groups
- Felt safety of students and staff has increased
- District support for all student groups that advance in UIL
- School wide activities have increased (e.g. staff vs student games)

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Some students graduate from Como-Pickton with no plan for career, college, or military.

**Root Cause:** Limited district guidance for students' futures planning.

**Problem Statement 2 (Prioritized):** Lack of Behavior Threat Assessment and Management Team as required by SB 11

**Root Cause:** Lack of information and training

**Problem Statement 3:** Lack of participation in extracurricular activities

**Root Cause:** Economic disadvantage of students (e.g. limited transportation/parent support)

**Problem Statement 4:** Student voice (e.g. include class officers in decision making)

**Root Cause:** Lack of involving student perception and choices

**Problem Statement 5:** Few culturally popular events for Hispanic students (e.g. Latin dance, soccer)

**Root Cause:** Limited resources

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

CPCISD teachers, overall, score proficient on their appraisals but are provided with a professional print and video library to assist with any areas needing improvement, as well as feedback and coaching from campus leadership. The staff attends high quality, professional development at Region 8 and other places, including conferences, to build their skills and knowledge. New teachers are assigned a mentor teacher and grade level/content area teams meet regularly and plan together. Staff and administrators are surveyed on professional development needs, and this, along with student achievement results, drives the professional development plan. Dyslexia, GT, sheltered instruction, student engagement, subject area vertical alignment, discipline, technology, and contributions of parents are all a part of our annual staff development calendar and training. Follow-up, in the form of observations and lesson plan analysis is completed to ensure that training is having the proper impact on student instruction. Teachers are encouraged to implement new learning by their principal and monitored through walkthroughs, evaluations, and conferences. The school works with teachers whose student performance is below standard by collaboratively reviewing the problems in the class, identifying root causes of the problem, and collaboratively creating and pursuing solutions. Teachers share that, in general, the school supports teachers in their growth and takes failures as opportunities to improve in the future.

The district site-based committee and the leadership team reviewed four years of data relating to staff quality, recruitment, and retention. Como-Pickton currently has a mixed faculty of experienced and novice teachers. The district has 9.7% teachers who are teaching outside their field. Of these 6 positions, all carried either an emergency teaching permit or District of Innovation teaching permit. 79.7% of the teaching staff hold bachelors degrees, with 20.3% holding masters degrees. Como-Pickton has a staff that benefits from the diverse backgrounds and experiences of all that are employed by the school. In 2019, 93.7% of teachers were white, 4.7% were Hispanic, and 1.6% were African American. In contrast, the student population was 51.3% white, 43.2% Hispanic, and 2.3% African American. This data is very comparable to the data from 2018. Four-year trend data of the district's turnover rate for teachers indicates rates higher than the state average. For 2018-2019, the teacher turnover rate at Como-Pickton CISD was 28.8%. A large amount of our turnover can be attributed to changes in the coaching staff at the secondary level as coaches new to the profession move to larger districts for experience.

According to the 2022 TAPR, the average class size in the High School ranged from 11.9 in foreign languages to 15.6 in science. This does vary from subject to subject but in every case the class sizes are much smaller than the state average. Similarly, class sizes in kindergarten through sixth grade are smaller than the state average. This offers our students the advantage of having greater access to their teachers and benefits teachers by generally reducing problems of classroom management and workload with smaller classes.

The district partners with Region 8 Consortium to post job listings alongside our website. Often, the administrator in charge of hiring will rely on professional networks of his own, or of his staff, to identify potential candidates whenever openings occur. Candidate applications are vetted and then interviews are arranged with top candidates, inviting experienced teachers and staff to interviews to collaboratively decide which candidate is the best fit.

Input from teachers indicates that additional curriculum resources are needed in order to allow teachers more time to conference with students and parents, analyze data, and prepare for the question of how to teach the lesson rather than what the lesson should be. The district recently approved acquisition of Smart Board learning software and other curriculum resources that should help teachers improve their lessons. Needs are identified by teachers who then voice their ideas to the principal. The principal also continuously meets with and converses with teachers to understand what they need and develop opportunities for them to grow and learn. Teacher input indicates there are extensive opportunities for professional development during teacher development days and at Region 8. The school provides teachers the opportunity for online and face-to-face development sessions. Staff members indicate follow-up on development is an area that could be improved upon.

Mentor supports, staff incentives, access to instructional resources, and staff recognition should be continued areas of focus for the upcoming school year in order to continue improving retention rates and instructional practices among teachers. The district should also continue efforts to attract new, high quality teachers to our rural location.

### Staff Quality, Recruitment, and Retention Strengths

- Supportive administration
- Retention stipends

- Timely feedback of performance through Eduphoria
- Many teachers with a variety of backgrounds and ethnicities
- Many teachers have been teaching 20+ years (12%)
- New teacher support from principals and mentors
- Teachers attend regular PLC meetings to discuss students, instructional resources, and best practices
- All staff members are evaluated annually for effectiveness
- Average class size is 16 (although some classes are much larger)
- 20% of teachers hold masters degrees or higher
- Average years experience for teachers is 12.3 (state = 11.1)
- Overall staff perception of our school is very positive (per staff survey in December)

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** Limited applicants for available positions

**Root Cause:** Rural location of the district

**Problem Statement 2 (Prioritized):** Teacher turnover rate is 28.8% (state average is 16.5%)

**Root Cause:** Rural location of district

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Como-Pickton CISD has struggled to locate bilingual teachers to serve the district's English Learner (EL) 24.4% population, primarily Spanish speaking. Currently, the district utilizes a transitional bilingual/early exit program model. Data trends indicate the need to continuously review current research and other models that may provide CP students with necessary instructional support for improved academic progress. This includes ESL program models should the district meet criteria to offer such a program.

The district provides ongoing professional development and support focused on improving academic success for all students, and more specifically for our English Learner students. Intervention class periods are available to provide additional focused instruction in ELAR and math to meet the needs of our students. The district's Gifted/Talented Program and Special Education Program provide a variety of learning opportunities from in-class differentiated instruction to pull-out instruction and summer programs. The staff participates in team building exercises to promote a school-wide positive environment for teaching and learning.

Our district utilizes the TEKS Resource System which contains Instructional Focus Documents and Year-at-a-Glance documents. Vertical Alignment documents are reviewed each year. Throughout the year, unit assessments and benchmarks inform instruction and differentiation strategies and technology skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. Students' performance data is reviewed each year and critical areas of weakness are identified. Accelerated classes are designed around data-driven identified student needs. State assessment results and local benchmark scores show the need for additional instructional time and more small group intervention. EL students are the highest need group for this type of intervention. All teachers and paraprofessional staff are evaluated annually for effectiveness. Instructional coaching is provided on an ongoing basis by campus leadership.

Teachers have shared that they appreciated the TexGuides, TEKS Implementation Guides, and Boardworks that were acquired to assist in planning. Teachers stated that instruction is closely monitored via walkthroughs and observations. With the acquisition of these programs, committee members still see the need for the consistent implementation of the district curriculum at all levels. Students in need of assistance are quickly identified and assessed for additional educational services. Committee discussed the need for consistency in instructional verbiage and strategies. The committee reflected on vertical alignment and stated that it would be beneficial to find time for all teachers in one content area from grades PK-12 to collaborate and align verbiage and strategies. The addition of AVID elective classes was identified as a strength for post-secondary readiness. Committee members also discussed the positives from Professional Learning Communities. They stated that collaboration in the meetings resulted in shared teaching strategies which benefitted all students.

## Curriculum, Instruction, and Assessment Strengths

- Access to TEKS Resource, TEKS Implementation Guides, Boardworks, and TExGUIDE
- Access to Eduphoria for data disaggregation
- Student specific services and interventions (SPED, 504, Dylexia, MTSS, tutorials)
- MTSS Reading and Math at Elementary Level
- Content Lab classes at Secondary Level for students not meeting state standards for STAAR
- Professional Development opportunities via Region 8
- Began implementation of AVID WICOR strategies at secondary level (grades 6-12)
- Addition of counselor at secondary level
- Tracking of CCMR criteria by cohort
- Tracking of student performance data via data walls and discussions along with twice-yearly data presentations

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** High quality professional development to support teaching and learning

**Root Cause:** The challenge of staying current with research and best practices

**Problem Statement 2 (Prioritized):** Under-performance of all student groups in the area of writing

**Root Cause:** Effective implementation of district curriculum (instructional strategies, vocabulary) during PLCs and district vertical alignment content meetings

**Problem Statement 3 (Prioritized):** Consistent implementation of district curriculum, including strategies and vocabulary

**Root Cause:** Instructional planning of strategies and vocabulary across all classes in each grade level and across all grades

**Problem Statement 4:** Access to varied high quality instructional materials

**Root Cause:** Few high quality resources purchased in previous years has depleted the supply of materials for instruction

# Family and Community Engagement

## Family and Community Engagement Summary

Parent and community engagement is a focus for Como-Pickton CISD. Each teacher is required to make positive parent contacts and schedule parent-teacher conferences, as needed, throughout the year. Parents, community, and business members serve on the district site-based decision making committee that drives change at our school. Parent input is also gathered at annual Title I Parent Meetings, which are provided at multiple times to meet the needs of parents. The district site-based committee helps develop the School-Parent Compact and Parental Engagement Policy. Once approved by the school board, these revised documents are distributed to all parents at the beginning of each school year. Over 200 parents attend Meet the Eagles Night in the fall and Open House in the spring. Veterans Day programs are well attended by local veterans and family members of those students performing. The School Health Advisory Committee, which includes parents and community members, is active and recommends relevant programs for students and community. Local businesses provide donations for campus activities. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school marquee, school website, and district social media are also avenues for parents to receive needed information about school events.

## Family and Community Engagement Strengths

- District communication (e.g. website, Facebook, call-out system)
- Philanthropy (e.g. Backpack Buddies, blood drive, community fundraisers)
- Parent/Community events (e.g. Veterans Day program, Math/Reading Nights, Deck the Halls, Health Fair, Meet the Eagles)
- Ascender's Parent Portal
- Parent Resource Library
- Health Fair offered at Open House
- Parent Reading and Math Nights
- Family Learning Packets (Pre-K)
- SHAC Meetings
- PTO
- Booster Clubs

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Families unaware of the vast number of resources the district offers.

**Root Cause:** Lack of internet in all homes and lack of training how to utilize the resources.

**Problem Statement 2:** District doesn't offer an English acquisition program for adults.

**Root Cause:** Teacher that provided that in the past no longer works for the district.

# District Organization

## District Organization Summary

The district leadership team consists of the superintendent, assistant superintendent, student services coordinator, campus principals, CTE director, technology director, athletic director, maintenance/transportation director, and school resource officer. The district site-based decision making committee is comprised of teachers, administrators, parents, community, and business representatives. Central office staff members accommodate the overall staffing and financial needs of the district as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include a variety of class sizes. Additional instructional periods, as well as before and after school tutorials, are offered for low-performing students. The district's central office has an open-door policy concerning ideas and opinions.

Campus staff members report that they feel valued and "heard". Teachers feel that they have the authority to make instructional assessment decisions based on students' needs.

## District Organization Strengths

- "Team" atmosphere
- Positive and supportive community
- Scheduling is supportive and collaborative across campuses
- Use of data to identify students weaknesses
- Committees are put in place to make decisions for the school
- Stakeholder input is gathered when decisions need to be made

## Problem Statements Identifying District Organization Needs

**Problem Statement 1 (Prioritized):** More parental involvement needed

**Root Cause:** Lack of activities that draw parent interest

# Technology

## Technology Summary

The district technology resources include classroom computers/laptops, printers, computer labs, iPads, Chromebooks, Smart Boards, projectors, document cameras, graphing calculators, automated parent notification system, district-wide wireless access, and more. Teachers continue to request emerging technologies and they utilize that technology to engage students in learning. Teachers receive annual technology training in areas of identified need. Additional technology integration training, such as Google Classroom, is offered with the result being that teachers are better able to effectively integrate technology into their instruction. The network and current bandwidth allow for just-in-time access for instructional use but are also monitored for appropriate use. This is essential for web-based instructional resources to be used effectively. Data disaggregation is web-based, and with Eduphoria used for disaggregating unit test, benchmarks, and state assessment results throughout the year, teachers can determine instructional needs at any time. In the event of additional prolonged school closure, the best way to meet the instructional needs of the students will be with online instruction. Teachers need more training with Google Classroom and our students need a way to have online access away from school.

## Technology Strengths

- Variety of available technology (e.g. Apple computer lab, Chromebooks, iPads)
- Bandwidth and wireless access points
- Access to annual technology conference
- Availability of technology support staff
- Jr. High and High School students have access to either chrome books or computer access in each class period
- Jr. High and High School students have access to Google Suites, which includes: Google Classroom, Email, Docs, Sheets, and Slides
- Jr. High and High School students have access to NSPIRE CX graphing calculators in math classes and TI-84 calculators in science classes
- Jr High has a dedicated computer lab for staff and students
- High School has a Mac Computer for use when it is not utilized for technology classes
- Elementary has approximately 150 iPads
- Elementary has a dedicated computer lab for staff and students
- Teachers and students have access to wireless access points

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Staff needs training in all aspects of Google Classroom.

**Root Cause:** Teachers are somewhat reluctant to change

**Problem Statement 2 (Prioritized):** Student access to internet and adequate hardware for delivery of instruction

**Root Cause:** Mobile hotspots and devices for students

**Problem Statement 3:** Elementary needs 1 to 1 technology for students

**Root Cause:** Funding

# Priority Problem Statements

**Problem Statement 1:** The district faces many challenges in educating students who are English learners (e.g. availability of bilingual/ESL teachers).

**Root Cause 1:** Rural location of the school.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Under-performance of special education, English Learner, and Hispanic student groups on state assessment.

**Root Cause 2:** Effective differentiated instruction and appropriate staff development.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Under-performance, compared to the state, in STAAR ELA/Reading, Math, Writing, and Science at the Meets and Masters level.

**Root Cause 3:** Effective instructional practices and improved vertical alignment of curriculum.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Limited applicants for available positions

**Root Cause 4:** Rural location of the district

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** High quality professional development to support teaching and learning

**Root Cause 5:** The challenge of staying current with research and best practices

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Underperformance of graduates on ACT/SAT tests.

**Root Cause 6:** Effective instructional practices and improved vertical alignment of curriculum.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Some students graduate from Como-Pickton with no plan for career, college, or military.

**Root Cause 7:** Limited district guidance for students' futures planning.

**Problem Statement 7 Areas:** District Culture and Climate

**Problem Statement 8:** Many challenges in educating increased number of students who meet criteria for at-risk (6% gain from prior year).

**Root Cause 8:** Rural location of the school.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Lack of Behavior Threat Assessment and Management Team as required by SB 11

**Root Cause 9:** Lack of information and training

**Problem Statement 9 Areas:** District Culture and Climate

**Problem Statement 10:** Teacher turnover rate is 28.8% (state average is 16.5%)

**Root Cause 10:** Rural location of district

**Problem Statement 10 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 11:** Under-performance of all student groups in the area of writing

**Root Cause 11:** Effective implementation of district curriculum (instructional strategies, vocabulary) during PLCs and district vertical alignment content meetings

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 12:** Consistent implementation of district curriculum, including strategies and vocabulary

**Root Cause 12:** Instructional planning of strategies and vocabulary across all classes in each grade level and across all grades

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 13:** More parental involvement needed

**Root Cause 13:** Lack of activities that draw parent interest

**Problem Statement 13 Areas:** District Organization

**Problem Statement 14:** Staff needs training in all aspects of Google Classroom.

**Root Cause 14:** Teachers are somewhat reluctant to change

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Student access to internet and adequate hardware for delivery of instruction

**Root Cause 15:** Mobile hotspots and devices for students

**Problem Statement 15 Areas:** Technology

**Problem Statement 16:** The performance gap between students identified as at-risk and those not at risk is significant

**Root Cause 16:** Inadequate supports to meet the varied needs of at-risk students

**Problem Statement 16 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

**Performance Objective 1:** Required S2 DIP: The district will have the following targets for student achievement in all applicable tested grades:  
55% for ELA/Reading performance at "meets grade level" or above (3rd grade HB 3 goal for 2023: 49%)  
40% for Mathematics performance at "meets grade level" or above (3rd grade HB 3 goal for 2023: 49%)  
50% for Science performance at "meets grade level" or above  
48% for Social Studies performance at "meets grade level" or above

**HB3 Goal**

**Evaluation Data Sources:** STAAR and EOC performance reports

Strategy 1 Details
<p><b>Strategy 1:</b> Required F1 CIP and S1 DIP: A comprehensive needs assessment will be conducted by the District Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher academic achievement <b>Staff Responsible for Monitoring:</b> Asst Superintendent, Principals</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Required F4 DIP: The district will provide K-12 structured Multi-tiered System of Support (MTSS) for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Academic Achievement <b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 199-General Fund</p>

### Strategy 3 Details

**Strategy 3:** Required F2 DIP, F4 DIP, S1 DIP, S10 DIP, F6 CIP: STAAR/EOC results and other assessment data will be disaggregated (by ethnicity, socioeconomic status, gender, special education and at-risk) using AWARE to determine learning gaps. Intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps and assist the district in meeting the challenging State academic standards.

**Strategy's Expected Result/Impact:** Higher Academic Achievement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.4, 2.6

**Funding Sources:** Online resources - 282 ESSER III - Federal

### Strategy 4 Details

**Strategy 4:** Required F2 DIP, S5 DIP, S10 DIP, F10 DIP F6 CIP: Students who may be at risk for academic failure or dropout, including homeless students, will be identified as early as possible in the year and services including accelerated instruction, after-school tutoring, and personal intervention will be in place for them. For students still struggling at the end of the school year, summer school will be provided.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** Tutor extra-duty pay; materials for accelerated instruction - 282 ESSER III - Federal, Supplies for homeless students; materials for accelerated instruction - 211 Title I, Part A - Federal, Tutor extra-duty pay; summer school staff & supplies - 199-PIC 28 & 30 State Compensatory Education

### Strategy 5 Details

**Strategy 5:** Required F4 DIP: Teachers in grades Pre-K through 12 will emphasize instruction in reading and writing strategies across all content areas.

**Strategy's Expected Result/Impact:** Improved student academic performance in the areas of reading and writing

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.4, 2.5, 2.6

**Funding Sources:** - 199-General Fund, Supplies for reading and writing intervention - 199-PIC 28 & 30 State Compensatory Education

### Strategy 6 Details

**Strategy 6:** Required F3 DIP, F3 CIP: To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom settings or intervention labs to help the district in meeting the challenging State academic standards.

**Strategy's Expected Result/Impact:** Higher Academic Achievement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** Paraprofessional salaries and benefits - 199-PIC 28 & 30 State Compensatory Education

### Strategy 7 Details

**Strategy 7:** Required S10 DIP, F4 DIP CIP F6: To strengthen academic programs and improve school conditions for student learning, interventionists will provide supplemental Tier 2 instruction for struggling students.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** Interventionist salaries & benefits and intervention supplies - 199-PIC 28 & 30 State Compensatory Education

### Strategy 8 Details

**Strategy 8:** Required S10 DIP, S3 DIP, F3 DIP, F6 CIP: To assist students who are not achieving their full potential, strategies classes at the high school for EOC acceleration in English I, English II, and Algebra I will be in place.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principal

**Title I:**

2.6

**Funding Sources:** - 199-General Fund

### Strategy 9 Details

**Strategy 9:** F20 DIP: To encourage the reluctant reader and to provide students with an opportunity to develop 21st century digital literacy skills, fully-equipped libraries will be maintained at the elementary and secondary levels.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Assistant Superintendent

**Funding Sources:** Library Aide salary and benefits - 199-PIC 28 & 30 State Compensatory Education

**Goal 1:** Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

**Performance Objective 2:** Required S4 DIP: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

**Evaluation Data Sources:** Master schedules, student schedules

**Strategy 1 Details**

**Strategy 1:** Required F1 DIP, S13 CIP: A school health and wellness program including opportunities for physical activity, counseling, and nutrition services for Prek -12th grades will be maintained to provide a well-rounded program of instruction.

**Strategy's Expected Result/Impact:** Higher scores on state fitness tests

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.5

**Funding Sources:** - 199-General Fund

**Strategy 2 Details**

**Strategy 2:** Required S2 DIP: 100% of identified Special Education students will be appropriately placed, served and monitored. 100% of identified Special Education students will show growth on state testing results.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** Teacher and Aide salaries and benefits; contracted services, staff development, supplies, travel - 199-PIC 23 State Special Education (SpEd), Director and teacher salary and benefits; supplies - 224 IDEA B Formula Special Ed (SpEd) - Federal

### Strategy 3 Details

**Strategy 3:** S4 DIP, F4 CIP: The district will provide transitional bilingual/early exit program model (or ESL program model, if eligible) to meet the needs of emergent bilinguals, including migrants, as they use their primary language as a resource while acquiring full proficiency in English.

**Strategy's Expected Result/Impact:** Improved academic performance for emergent bilingual students

**Staff Responsible for Monitoring:** Principals  
Student Services Coordinator

**Title I:**

2.4, 2.5, 2.6

**Funding Sources:** Aide salary and benefits; Teacher Stipends; ESL Coordinator salary and benefits; supplies - 199-PIC 25 State Bilingual/ESL

### Strategy 4 Details

**Strategy 4:** Required F19 DIP: Gifted and talented students will be served through a pullout program in K- 5 grades. The 6th - 12th grade GT students will receive differentiated instruction in all core content classes.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** Teacher Salary and benefits; Reg 8 contract; supplies - 199-PIC 21 State Gifted & Talented (G/T)

### Strategy 5 Details

**Strategy 5:** Required S4 DIP, F6 CIP: Dyslexia student learning needs will be addressed through MTA and Reading by Design programs.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** Teacher salary and benefits; supplies - 199 - PIC 37 State Dyslexia

### Strategy 6 Details

**Strategy 6:** Required F9 DIP: In an effort to reach more students, a PPCD program and a Pre-K program (funded through local, state, and federal resources), will be in place to assist students in transitioning to kindergarten.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principal

**Title I:**

2.6

**Funding Sources:** - 199-General Fund, Supplies and materials - 225 IDEA B Preschool Special Ed (SpEd) - Federal, - 199-PIC 23 State Special Education (SpEd)

### Strategy 7 Details

**Strategy 7:** Required F10 DIP, F5 CIP: To provide effective transitions for students from junior high to high school, orientation services for eighth grade students will include an informational meeting to help in course selection and a guided tour of the campus.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

### Strategy 8 Details

**Strategy 8:** Required F1 DIP: Fine Arts will be integrated into the course offerings to provide a well-rounded program of instruction to meet the academic needs of all students. Multiple opportunities to participate in fine arts programs will be available during the school day and extra-curricular activities after school will also be available to all students. Music and art will be incorporated within the curriculum at elementary and secondary levels; band directors, floral design, art, and theater arts programs will be at high school.

**Strategy's Expected Result/Impact:** Higher academic achievement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.4

**Funding Sources:** - 199-General Fund

### Strategy 9 Details

**Strategy 9:** DIP: The district will provide opportunities for advanced instruction for students performing at "meets grade level" and "masters grade level," with targeted emphasis on the special education and Hispanic student groups.

**Strategy's Expected Result/Impact:** Improved student academic performance, particularly the special education and Hispanic student groups

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.4, 2.5, 2.6

**Funding Sources:** ESL stipends - 199-PIC 25 State Bilingual/ESL, Sped Teacher salary and benefits - 199-PIC 23 State Special Education (SpEd)

### Strategy 10 Details

**Strategy 10:** Required S2 DIP: Autistic students will be appropriately identified and served. The district will apply for the state autism grant to better meet the needs of the district's autistic students.

**Strategy's Expected Result/Impact:** Improved student academic performance and social interaction

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** Staff salary and benefits; supplies - 459 -Autism Grant - State

**Goal 1:** Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

**Performance Objective 3:** CPCISD will improve post-secondary preparedness of all students by ensuring that each graduate has developed a plan for success after high school. CCMR Outcome Bonus targets for August 2026 are

Meeting the CCMR Bonus criteria: 50% (HB3 Goal: 44% for 2023)

Meeting the threshold for college ready: 40%

Meeting the threshold for career ready: 25%

Meeting the threshold for military ready: 3%.

**HB3 Goal**

**Evaluation Data Sources:** Student four-year and post-secondary plans

**Strategy 1 Details**

**Strategy 1:** Required F14 DIP, F15 DIP: To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with institutions of higher education to provide students with dual enrollment opportunities to earn college credit while in high school.

**Strategy's Expected Result/Impact:** Improved focus for students' post-secondary plans

**Staff Responsible for Monitoring:** High School Principal  
School Counselor

**Title I:**

2.5

**Funding Sources:** - 199-General Fund

**Strategy 2 Details**

**Strategy 2:** Required F17 DIP, F18 DIP, S9 DIP: To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the Career and Technical Education program. Where possible, CTE teachers will integrate CTE activities with the core academic areas. To incorporate experiential learning opportunities (such as nursing and business) and promote skills attainment important to in-demand occupations and industries in the state, field based learning opportunities with area businesses that provide students in-depth interaction with industry professionals will be offered for academic credit.

**Strategy's Expected Result/Impact:** Higher CCMR Results

**Staff Responsible for Monitoring:** High School Principal

**Funding Sources:** Teacher salary and benefits; supplies; equipment - 199-PIC 22 State Career & Technical Ed (CTE), Supplies - 199-PIC 38 State CCMR Bonus

### Strategy 3 Details

**Strategy 3:** Required S9 DIP: For students pursuing a military opportunity, the ASVAB is administered yearly, a tutor for the ASVAB is available, military recruiters will frequently be at the school to provide assistance and information, and students are allowed a "college and career" day to visit military recruitment sites and gain further information.

**Strategy's Expected Result/Impact:** Higher CCMR results

**Staff Responsible for Monitoring:** High School Principal

**Funding Sources:** - 199-General Fund

### Strategy 4 Details

**Strategy 4:** Required S13 DIP: Students will be assisted in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings.

**Strategy's Expected Result/Impact:** Improved focus for students' four-year plans and post-secondary plans

**Staff Responsible for Monitoring:** High School Principal

Junior High Principal

School Counselor

**Title I:**

2.5, 2.6

### Strategy 5 Details

**Strategy 5:** Required S12 DIP: Counselor, teachers, parents and students will be informed about higher education admissions and financial aid opportunities, including state financial aid opportunities such as Toward Excellence Access and Success Grant Program and the Teach for Texas Grant Program.

**Strategy's Expected Result/Impact:** Higher CCMR results

**Staff Responsible for Monitoring:** High School Principal, Counselor

**Funding Sources:** - 199-General Fund

### Strategy 6 Details

**Strategy 6:** Required S5 DIP, F2 DIP: An Accelerated Lab for credit recovery and for individualized, instructional assistance for at-risk students will be utilized at the High School. The credit recovery program facilitator will monitor student progress and assist in courses required for graduation. A zero percent dropout rate will be maintained.

**Strategy's Expected Result/Impact:** 100% graduation rate; 0% dropout rate

**Staff Responsible for Monitoring:** High School Principal; Counselor

**Funding Sources:** - 199-General Fund, Credit recovery program staff salary and benefits; software - 199-PIC 28 & 30 State Compensatory Education

### Strategy 7 Details

**Strategy 7:** CIP: The district will be an ACT and TSI test administration site and opportunities for ongoing ACT/SAT/TSIA 2 preparation prior to test administration date will be provided.

**Strategy's Expected Result/Impact:** Improved student performance on TSI/ACT/SAT

**Staff Responsible for Monitoring:** High School Principal

**Title I:**

2.5

**Funding Sources:** - 199-General Fund

### Strategy 8 Details

**Strategy 8:** CIP: The high school will offer one job shadow day to high school students to encourage job exploration.

**Strategy's Expected Result/Impact:** Improved focus for students' four-year plans and post-secondary plans

**Staff Responsible for Monitoring:** High School Principal

**Title I:**

2.5

**Funding Sources:** - 199-General Fund

### Strategy 9 Details

**Strategy 9:** CIP: Teachers in the 6th through 8th grades will incorporate lessons for career planning and post-secondary options.

**Strategy's Expected Result/Impact:** Improved student understanding and awareness of career and post-secondary opportunities.

**Staff Responsible for Monitoring:** Junior High Principal

**Title I:**

2.5

**Funding Sources:** - 199-General Fund

### Strategy 10 Details

**Strategy 10:** A Student Advising Steering Committee will be created to assist in implementing program strategies that focus on increasing student knowledge of career, academic, personal and social development and financial literacy.

**Strategy's Expected Result/Impact:** Improved student understanding and awareness of career and post-secondary opportunities.

**Staff Responsible for Monitoring:** Principals, Counselors, Teachers

**Goal 1:** Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

**Performance Objective 4:** 100% of core academic teachers and instructional paraprofessionals will be appropriately certified and trained, and sufficient district personnel for all school functions will be in place.

**Evaluation Data Sources:** Certification Records; Employment Records

#### Strategy 1 Details

**Strategy 1:** Required for DIP funding sources: Appropriately certified professional staff and all other staff will be recruited and retained by offering a quality work environment, retention stipends, master's degree stipends, assistance with bilingual certifications, administrative support and ample professional development opportunities. An annual survey of teachers and other staff regarding campus climate and job satisfaction will be conducted.

**Strategy's Expected Result/Impact:** Higher staff retention rates

**Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent

**Funding Sources:** Teacher and aide salaries and benefits - 211 Title I, Part A - Federal, Retention stipends for teachers and principals - 255 Title II, Part A - Federal, Retention stipends for all employees; staff salary and benefits - 282 ESSER III - Federal, Teacher and aide salaries and benefits - 289 Title IV, Part A - Federal, Teacher salary and benefits - 199-PIC 36 State Early Ed

#### Strategy 2 Details

**Strategy 2:** Required S8 DIP: All Staff members will be given opportunities to improve their content instruction and broaden their knowledge of the diverse needs of their students, especially Economical Disadvantaged student and African American students, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center.

**Strategy's Expected Result/Impact:** More effective instruction

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** Professional Development Contracts - 211 Title I, Part A - Federal

#### Strategy 3 Details

**Strategy 3:** CIP: Classroom teachers will engage in professional development to improve their use of instructional technology, including Google Classroom and cyber security. Other options may include: Boardworks, TExGuide, TEKS Resource System, Eduphoria.

**Strategy's Expected Result/Impact:** More effective instruction

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** Professional Development Contracts - 211 Title I, Part A - Federal

#### Strategy 4 Details

**Strategy 4:** Required F4 DIP, F3 CIP: All secondary teachers will be provided with professional development focusing on the use of WICOR (writing, inquiry collaboration, organization, reading) strategies to increase rigor and engagement during instruction.

**Strategy's Expected Result/Impact:** More effective instruction

**Staff Responsible for Monitoring:** High School and Junior High Principals

**Title I:**

2.4, 2.6

**Funding Sources:** - 199-General Fund

#### Strategy 5 Details

**Strategy 5:** Required S7 DIP, F16 DIP: Training/information on the discipline management plan, Student Code of Conduct, crisis management, homework/reteaching policies, and grading policies will be provided.

**Strategy's Expected Result/Impact:** More effective instruction

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

#### Strategy 6 Details

**Strategy 6:** DIP: Training will be provided to instructional leaders focusing on effective walk-throughs with ongoing instructional coaching for all teachers.

**Strategy's Expected Result/Impact:** More effective instruction

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.4

**Funding Sources:** - 199-General Fund

#### Strategy 7 Details

**Strategy 7:** F2 DIP: The district has only three teachers per grade level on the elementary campus and one per subject at the secondary level. The district assures that it has no disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers (as required under state plans as describe in section 1111).

**Strategy's Expected Result/Impact:** Higher student achievement

**Staff Responsible for Monitoring:** Principal, Superintendent

**Funding Sources:** - 199-General Fund

**Goal 1:** Required F1 DIP, S2 DIP: All participating CPCISD students will show academic growth on STAAR state testing results.

**Performance Objective 5:** The district will strengthen its curricula, instruction, and administrative programs by broadening the integration of technology into 100% of its classrooms and administrative offices.

**Evaluation Data Sources:** Technology Surveys and Reports, Lesson Plans

Strategy 1 Details
<p><b>Strategy 1:</b> Required S6 DIP: To aid students in research and real-world problem solving, each teacher will facilitate student use of digital technologies in instruction at least once per six week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Required S6 DIP: To increase blended learning and fluency in math and reading, IStation and Renaissance Accelerated Reader will be utilized to assess and provide individualized instruction for at-risk students and other struggling students. Technology network programs that enhance instruction will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective technology integration</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Required S6 DIP: The district will continuously upgrade infrastructure, hardware, and software to improve the use of technology by staff and students both on campus and off campus.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective technology integration</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Superintendent</p> <p><b>Funding Sources:</b> Hardware and software upgrades - 282 ESSER III - Federal, Hardware and software upgrades - 270 Title V, Part B Rural &amp; Low Income Sch - Fed</p>

**Strategy 4 Details**

**Strategy 4:** Required S6 DIP: Support /technical assistance will be provided in a timely manner for electronic gradebooks, attendance modules, and other classroom technology.

**Strategy's Expected Result/Impact:** More effective technology integration

**Staff Responsible for Monitoring:** Principals; assistant superintendent

**Title I:**

2.6

**Strategy 5 Details**

**Strategy 5:** Required S6 DIP: For more efficient processes, all administrative areas and instructional programs will utilize emerging and established technology.

**Strategy's Expected Result/Impact:** More effective technology integration

**Staff Responsible for Monitoring:** Principals, Assistant Superintendent

**Title I:**

2.4

**Funding Sources:** Technology hardware and software - 282 ESSER III - Federal

**Goal 2:** CPCISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

**Performance Objective 1:** Required F11 DIP, S12 CIP: Parent and Family Engagement will increase by 10% by providing parents with current, timely information about their child's learning and by providing parent training which promotes student learning.

**Evaluation Data Sources:** School communication logs; sign-in sheets

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Required F6 DIP, F7 DIP: Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Required F7 DIP, F11 DIP: Parents will be invited to serve on the District/Campus Site-Based Committee, and their input will be used in district and campus decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Superintendent</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Required F7 DIP, F11 DIP, S12 CIP: Parents will be invited to attend Title I meetings (scheduled twice at varying times and on different dates for parent convenience), Meet the Teacher Night, Open House, Parent Information Nights, and Report Card Pick-Up Nights as permitted by Covid-19 guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - 199-General Fund</p>

#### Strategy 4 Details

**Strategy 4:** Required S12 CIP: Parent/teacher conferences will be held at least twice yearly as permitted by Covid-19 guidelines, and the Parent-School Compact will be discussed.

**Strategy's Expected Result/Impact:** Increased parent and family engagement

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

#### Strategy 5 Details

**Strategy 5:** Required S12 CIP: Parent training programs for supporting social and emotional well-being of children will be reviewed and selected for training sessions scheduled throughout the year.

**Strategy's Expected Result/Impact:** Increased parent and family engagement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.4, 2.6

**Funding Sources:** - 199-General Fund

#### Strategy 6 Details

**Strategy 6:** CIP: Parent and student training opportunities will be scheduled at a convenient time for parents and school staff.

**Strategy's Expected Result/Impact:** Improved student readiness for learning

**Staff Responsible for Monitoring:** Principals  
District Health and Safety Liaison

**Title I:**

2.5

**Funding Sources:** - 199-General Fund

#### Strategy 7 Details

**Strategy 7:** Required S12 CIP: School newsletters, newspaper articles, PTO meetings, email, phone, marquee, website, Facebook and other social media will be utilized to communicate with parents.

**Strategy's Expected Result/Impact:** Increased parent and family engagement

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

**Strategy 8 Details**

**Strategy 8:** Required S12 CIP: Parents will be notified of their students' academic progress including whether the student is in danger of failing for the six weeks grading period.

**Strategy's Expected Result/Impact:** Increased parent and family engagement

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** - 199-General Fund

**Strategy 9 Details**

**Strategy 9:** CIP: At least once monthly, students' success will be showcased in innovative ways to encourage students and their parents to take pride and ownership in their education.

**Strategy's Expected Result/Impact:** Increased parent and family engagement

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

**Goal 2:** CPCISD will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

**Performance Objective 2:** At least one new partnership with a community organization will be created in the year.

**Evaluation Data Sources:** Partnership activity log

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> DIP &amp; CIP: Community members will be invited to become stakeholders in CPCISD by serving on the district-campus site-based committee, and their input will be used in district and campus decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater community engagement  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> CIP &amp; DIP: Community organizations will be contacted to serve as educational stakeholders for the district through service on school committees (such as School Health Advisory Council, CTE Advisory Council, etc.) and booster clubs, participation in school-community events such as Veterans Day, and support of school fine arts performances and athletic events.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater community engagement  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> DIP: CPCISD will coordinate with area churches and restaurants to provide services, such as meals for district employees, wherein community organization members and school staff members get to interact with each other and form connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater community engagement  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent; Principals</p> <p><b>Funding Sources:</b> - 199-General Fund</p>

**Goal 3:** CPCISD will promote a safe and secure environment for all students and staff.

**Performance Objective 1:** 100% of students, their parents, and the district staff will consider CPCISD a safe environment.

**Evaluation Data Sources:** Surveys

Strategy 1 Details
<p><b>Strategy 1:</b> Required S4 DIP, S11 DIP : To reduce the threat of student violence, bullying , and suicide, a comprehensive school counseling program will be in place at each campus with a guidance plan (regularly updated) to teach conflict resolution, tolerance, honesty, and concern for others.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Required S13 CIP: To promote good mental health, a School Health Advisory Council will be in place to provide coordinated school health advisement, a mental health screener will be administered, and Social and Emotional Learning curriculum will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school climate</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent; Principals</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> SEL curriculum, mental health screener - 282 ESSER III - Federal</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Required S4 DIP, S15 DIP, S11 CIP: Age-appropriate student training on the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 199-General Fund</p>

#### Strategy 4 Details

**Strategy 4:** Required S16 DIP: In accordance with the district's trauma-informed policy, positive behavior interventions and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized; campus teams will be trained annually in techniques and research-based practices for providing informed care.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** - 199-General Fund

#### Strategy 5 Details

**Strategy 5:** S4 DIP, S11 CIP: In accordance with Senate Bill 11, CPCISD will inform and train staff concerning the Behavioral Threat Assessment and Management Team and their work to provide a proactive approach for identifying individuals who may pose a threat and for providing interventions before violent incidents occur.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Assistant Superintendent; Principals

**Funding Sources:** - 199-General Fund

#### Strategy 6 Details

**Strategy 6:** Required S4 DIP, S15 DIP: Students can report dating violence, bullying, sexual harassment and sexual violence through the anonymous online reporting system. (Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager).

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Assistant Superintendent; High school Principal

**Funding Sources:** - 199-General Fund

#### Strategy 7 Details

**Strategy 7:** Required S7 DIP: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

### Strategy 8 Details

**Strategy 8:** Required by S11 CIP and Senate Bill 9: Dating violence will not be tolerated and should be reported to the campus principal; parents of the alleged victim or perpetrator will be contacted and an investigation will follow. Victims will be referred to the licensed professional counselor for immediate assistance and follow-up. Age-appropriate educational materials on the dangers of dating violence, including resources for students seeking help, will be available.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** - 199-General Fund

### Strategy 9 Details

**Strategy 9:** Required for DIP funding sources: To assist with providing a safer, healthier school environment during and after the pandemic, the following will be purchased: improved HVAC ventilation systems, clean air supplies, water bottle refill stations, and additional custodial supplies for sanitizing and disinfecting surfaces.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Assistant Superintendent

**Funding Sources:** Water refill stations, cleaning supplies - 282 ESSER III - Federal

### Strategy 10 Details

**Strategy 10:** DIP: The district police offices will help ensure a safe learning environment for all students and staff. Coordinating with local and state resources, the district police department will maintain memorandums of understanding (MOUs) with area law enforcement.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Assistant Superintendent

**Funding Sources:** - 199-General Fund

### Strategy 11 Details

**Strategy 11:** DIP & CIP: The Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats and intruders will be in place.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Principals

**Funding Sources:** - 199-General Fund

**Strategy 12 Details**

**Strategy 12:** Required for DIP funding source: Security fencing, exterior doors, active shooter training, and other safety needs as determined by the district will be in place.

**Strategy's Expected Result/Impact:** Safer School Facility/Environment

**Staff Responsible for Monitoring:** Assistant Superintendent, Facility Director

**Funding Sources:** - 429 School Safety and Security Grant - State

**Goal 3:** CPCISD will promote a safe and secure environment for all students and staff.

**Performance Objective 2:** 3% fewer discipline referrals will occur as a result of safety/discipline measures in place.

**Evaluation Data Sources:** PEIMS Discipline Reports

Strategy 1 Details
<p><b>Strategy 1:</b> DIP: Drug dog random searches will occur throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school climate</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
Strategy 2 Details
<p><b>Strategy 2:</b> DIP/CIP: Safe and drug free activities, such as Red Ribbon Week, will be in place and supplies and incentives provided through Region 8 SDSF Co-op will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
Strategy 3 Details
<p><b>Strategy 3:</b> CIP: All students ( grades 7-12) who participate in extra-curricular and co-curricular activities and /or who drive on campus will be subject to random drug-testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - 199-General Fund</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Required S7 DIP, F16 DIP: To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior and redirection and de-escalation techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 199-General Fund, DAEP staff salary and benefits; software - 199-PIC 28 &amp; 30 State Compensatory Education</p>

### Strategy 5 Details

**Strategy 5:** Required S7 DIP: In grades PK-5, Character Education and other classroom guidance sessions will be taught by the counselor.

**Strategy's Expected Result/Impact:** More positive school climate

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** - 199-General Fund

### Strategy 6 Details

**Strategy 6:** Required F16: Lunch detention as an alternative discipline measure to keep students in the classroom will be offered.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

**Funding Sources:** - 199-General Fund

### Strategy 7 Details

**Strategy 7:** DIP/CIP: For students removed from the classroom for severe disciplinary infractions, a Disciplinary Alternative Education Program (DAEP) will be in place to provide in-house instruction; this instruction will allow DAEP students to remain on grade level and will help prevent dropouts. In-School Suspension (ISS) will also be available as a discipline strategy.

**Strategy's Expected Result/Impact:** Safer school climate

**Staff Responsible for Monitoring:** Principals

**Title I:**

2.6

# District Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Jeremy Griffin	Athletics Director
Administrator	Buck Haynes	Principal
District-level Professional	Joe Newman	Technology Director
Non-classroom Professional	Glynda Chester	School Resource Officer
Non-classroom Professional	Joanne Fuller	Director of Child Nutrition
District-level Professional	Michael Bowen	CTE Director
Non-classroom Professional	Jason Blanchard	Director of Maintenance
Administrator	Jennifer Bunch	Student Services Coordinator/Asst. Princ.
Administrator	Kelly Baird	Principal
Administrator	Shonda Rutledge	Principal
Administrator	Lydia Walden	Assistant Superintendent
Administrator	Greg Bower	Superintendent

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Partners with Expertise	NA NA	Region 8 ESC
Indian Tribe/Organization	NA NA	No Indian tribes in area
Classroom Teacher	Melissa Fouse	ElementaryTeacher
Non-classroom Professional	Laura Fulmer	Behavior Specialist
Non-classroom Professional	Lou Colvin	Counselor
Classroom Teacher	Shannon Dodd	Elementary Teacher
Classroom Teacher	Oswaldo Torres	High School Teacher
Classroom Teacher	Chelsea Cockrum	Jr. High Teacher
Administrator	Kelly Baird	Guest
Administrator	Buck Haynes	Guest
Administrator	Shonda Rutledge	Guest
Classroom Teacher	Amanda Higginbotham	Jr. High Teacher
Student	Sam Tapley	Student
Community Based Organization Rep for Title II & Title IV	L.D. Baxley	(local church)
Paraprofessional	Eva Teer	Paraprofessional
District-level Professional	Lydia Walden	Assistant Superintendent
District-level Professional	Jennifer Bunch	Assistant Principal
Classroom Teacher	Julie Weir	High School Teacher
Classroom Teacher	Laura Cleveland	Elementary Teacher
Teacher of Students with Disabilities	Tiffany Ramsey	Special Education Teacher
Business Representative	Katie Koon	Owner of Rail 19
Business Representative	Nina Hankins	Owner of Site & Sound Technologies
Local Gov't Rep for Title IV	Mary Doss	Community Member
Community Representative	Jena Williams	Community Member
Parent	Kritsti Brewer	Parent
Parent	Ashleigh Hernandez	Parent

# District Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	1			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,000,000.00
<b>+/- Difference</b>					\$2,000,000.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Teacher Salary and benefits; Reg 8 contract; supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$21,899.00
<b>+/- Difference</b>					\$21,899.00

199-PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Teacher salary and benefits; supplies; equipment		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$622,996.00
<b>+/- Difference</b>					\$622,996.00
199-PIC 23 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teacher and Aide salaries and benefits; contracted services, staff development, supplies, travel		\$0.00
1	2	6			\$0.00
1	2	9	Sped Teacher salary and benefits		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$765,454.00
<b>+/- Difference</b>					\$765,454.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Aide salary and benefits; Teacher Stipends; ESL Coordinator salary and benefits; supplies		\$0.00
1	2	9	ESL stipends		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$93,864.00
<b>+/- Difference</b>					\$93,864.00
199-PIC 28 & 30 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutor extra-duty pay; summer school staff & supplies		\$0.00
1	1	5	Supplies for reading and writing intervention		\$0.00
1	1	6	Paraprofessional salaries and benefits		\$0.00
1	1	7	Interventionist salaries & benefits and intervention supplies		\$0.00
1	1	9	Library Aide salary and benefits		\$0.00
1	3	6	Credit recovery program staff salary and benefits; software		\$0.00
3	2	4	DAEP staff salary and benefits; software		\$0.00

**199-PIC 28 & 30 State Compensatory Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$465,338.00
<b>+/- Difference</b>					\$465,338.00

**199-PIC 36 State Early Ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Teacher salary and benefits		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$154,935.00
<b>+/- Difference</b>					\$154,935.00

**199 - PIC 37 State Dyslexia**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Teacher salary and benefits; supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$75,687.00
<b>+/- Difference</b>					\$75,687.00

**199-PIC 38 State CCMR Bonus**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$15,152.00
<b>+/- Difference</b>					\$15,152.00

**211 Title I, Part A - Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies for homeless students; materials for accelerated instruction		\$0.00
1	4	1	Teacher and aide salaries and benefits		\$0.00
1	4	2	Professional Development Contracts		\$0.00
1	4	3	Professional Development Contracts		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$222,986.00
<b>+/- Difference</b>					\$222,986.00

**212 SSA - Title I, Part C - Migrant - Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,734.00
<b>+/- Difference</b>					\$2,734.00

**224 IDEA B Formula Special Ed (SpEd) - Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Director and teacher salary and benefits; supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$156,249.00
<b>+/- Difference</b>					\$156,249.00

**225 IDEA B Preschool Special Ed (SpEd) - Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Supplies and materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,649.00
<b>+/- Difference</b>					\$4,649.00

**255 Title II, Part A - Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Retention stipends for teachers and principals		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$30,523.00
<b>+/- Difference</b>					\$30,523.00

**263 SSA - Title III LEP - Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,742.00
<b>+/- Difference</b>					\$9,742.00

289 Title IV, Part A - Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Teacher and aide salaries and benefits		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$18,778.00
<b>+/- Difference</b>					\$18,778.00
270 Title V, Part B Rural & Low Income Sch - Fed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Hardware and software upgrades		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$21,749.00
<b>+/- Difference</b>					\$21,749.00
282 ESSER III - Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Online resources		\$0.00
1	1	4	Tutor extra-duty pay; materials for accelerated instruction		\$0.00
1	4	1	Retention stipends for all employees; staff salary and benefits		\$0.00
1	5	3	Hardware and software upgrades		\$0.00
1	5	5	Technology hardware and software		\$0.00
3	1	2	SEL curriculum, mental health screener		\$0.00
3	1	9	Water refill stations, cleaning supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$688,690.00
<b>+/- Difference</b>					\$688,690.00
Covid 19 School Health Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

**429 School Safety and Security Grant - State**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	12			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$200,000.00
<b>+/- Difference</b>					\$200,000.00

**459 -Autism Grant - State**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	10	Staff salary and benefits; supplies		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$77,650.00
<b>+/- Difference</b>					\$77,650.00
<b>Grand Total Budgeted</b>					\$5,649,075.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$5,649,075.00

# Addendums

## FEDERAL REQUIREMENTS FOR THE DISTRICT IMPROVEMENT PLAN

(1) Student Progress Monitoring and Supports: How the LEA will monitor students' progress in meeting the challenging State academic standards by:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students **PAGE 9 STRATEGY 1.2.1; PAGE 11 STRATEGY 1.2.8**
- Identifying students who may be at risk for academic failure page **PAGE 7 STRATEGY 1.1.4**
- Providing additional educational assistance to individual students the local education agency or school determines need help in meeting the challenging State academic standards **PAGE 6 STRATEGY 1.1.3; PAGE 7 STRATEGY 1.1.6**
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning **PAGE 6 STRATEGY 1.1.3; PAGE 7 STRATEGY 1.1.5; PAGE 7 STRATEGY 1.1.7**

(2) Teacher Quality: How the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has only 3 teachers per grade level on the elementary campuses and 1 per subject at the secondary level. The district assures that it has no disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of field teachers (as required under state plans as described in section 1111) **PAGE 15 STRATEGY 1.4.7**

(3) School Improvement and Support Activities: The LEA Plan shall include how the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEAS as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Target Support. **Not applicable, not in school improvement.**

(4) Measure of Poverty: The LEA Plan shall include the measure of poverty that will be used to select school attendance areas. **(Enrollment less than 1000-Exempt)**

(5) Nature of Programs: The LEA Plan shall include the nature of programs to be conducted under 1114 (Schoolwide) and 1115 (Targeted Assistance) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. All campuses in the district are indentured as Title I Schoolwide campuses and will use Title I

Funds (including REAPed/transferred Title II and Title IV funds) to upgrade each campuses' entire program to improve achievement for all students, particularly the lowest-achieving students. **PAGE 8 STRATEGY 1.1.10**

(6) Services to Homeless Children and Youth: The LEA Plan shall describe services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. **PAGE 12 STRATEGY 1.2.11**

(7) Parent and Family Engagement Strategy: The LEA Plan shall include the strategies the LEA will use to implement effective parent and family engagement. **PAGE 16 STRATEGY 2.1.1; 2.1.2; 2.1.3**

(8) Early Childhood Education Programs and Transition Plans: If applicable, the LEA Plan shall describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. **PAGE 10 STRATEGY 1.2.6**

(9) Identification of Eligible Children – Targeted Assistance Program: The LEA Plan shall include the criteria that teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will use to identify the eligible children most in need of services under Title I, Part A **Not applicable, schoolwide campus not targeted assistance**

(10) Middle to High School/High School to Postsecondary Transitions: The LEA Plan shall describe how the LEA will implement strategies to facilitate **effective transitions for students from middle grades to high school** and from **high school to postsecondary** education including:

- coordination with institutions of higher education, employers, and other local partners **PAGE 13 STRATEGY 1.3.1**
- increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills **PAGE 11 STRATEGY 1.2.7; PAGE 13 STRATEGY 1.3.1; PAGE 13 STRATEGY 1.3.2**

(11) Discipline Disproportionality: The LEA Plan shall include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. **PAGE 15 STRATEGY 1.4.5; PAGE 17 STRATEGY 3.2.4**

(12) Coordination and Integrations If applicable, the LEA Plan shall include how the LEA will support programs that coordinate and integrate:

- academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State **PAGE 13 STRATEGY 1.3.2**
- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit **PAGE 13 STRATEGY 1.3.2; PAGE 14 STRATEGY 1.3.8**

(13) Other Proposed Uses of Funds: Any other information on how the LEA proposes to use funds to meet the purposes of this grant, and that the LEA determines appropriate to provide, which may include how the LEA will:

- Assist schools in identifying and serving gifted and talented students **PAGE 10 STRATEGY 1.2.4**
- Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. **PAGE 8 STRATEGY 1.1.9**

## Early Childhood Literacy Board Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 57% by June 2026.

### Yearly Target Goals

2022	2023	2024	2025	2026
45%	49%	51%	55%	57%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Eco. Disadv.	ALL
2026	43%	67%	47%	57%
2025	43%	67%	47%	55%
2024	38% (5%)	63% (44%)	42% (27%)	51% (25%)
2023	33% (14%)	58% (48%)	36% (27%)	49% (30%)
2022	29% (47%)	54% (50%)	31% (40%)	45% (48%)
2021	24% (17%)	50% (45%)	25% (25%)	43% (34%)
MOY 2020	NA	NA	NA	NA
EOY 2019	18%	43%	22%	22%

## Early Childhood Math Board Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 55% by June 2026.

### Yearly Target Goals

2022	2023	2024	2025	2026
47%	49%	51%	54%	55%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Eco. Disadv.	All
2026	48%	67%	44%	55%
2025	48%	67%	44%	54%
2024	43% <b>(23%)</b>	67% <b>(48%)</b>	42% <b>(21%)</b>	51% <b>(37%)</b>
2023	38% <b>(38%)</b>	63% <b>(48%)</b>	36% <b>(41%)</b>	49% <b>(40%)</b>
2022	33% <b>(53%)</b>	63% <b>(35%)</b>	33% <b>(37%)</b>	47% <b>(41%)</b>
2021	29% <b>(28%)</b>	63% <b>(45%)</b>	28% <b>(38%)</b>	45% <b>(41%)</b>
MOY 2020	NA	NA	NA	NA
2019 <small>(no data for 2020)</small>	26%	59%	31%	31%

## CCMR Board Outcome Goal

**The percentage of graduates that meet the criteria for CCMR Outcome Bonuses will increase from 27% to 42% by August 2027.**

### Yearly Target Goals

2023	2024	2025	2026	2027
27%	32%	34%	36%	42%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economically Disadvantaged
2027	35.70%	57%	33.30%
2026	28.50%	51.40%	30.00%
2025	21.40%	45.7 %	22.20%
2024	14.30%	40.00%	18.50%
2023	7.60%	34.30%	14.00%

The public is invited to comment on the proposed budgets indicated below and may email comments to waldenl@cpcisd.net on or before July 1, 2024

## COMO-PICKTON CISD

### 24-25 STATE AND FEDERAL BUDGET PLANNING (updated 4.29.25)

<b>State Compensatory PIC 28 &amp; 30</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$414,538	3 RTI teachers	1.5 paraprofessionals
Contracted Services	\$750	.845 DAEP teacher	2 Library Aides
Supplies	\$25,000		
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$439,588</b>		

<b>Title I, A - 211</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$201,986	2.42 Teachers	1 paraprofessional
Contracted Services	\$20,000		
Supplies	\$1,000		
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$222,986</b>		

<b>Title I, C - 212 Migrant-SSA</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$4,588	Recruiter	
Contracted Services			
Supplies			
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$9,500</b>		

<b>Title II - 255</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$33,793	17 Teachers	
Contracted Services		1 Principal	
Supplies			
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$33,793</b>		

<b>TITLE III - 263</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>Part A EL -SSA</b>			
Payroll	\$10,759	0.37 paraprofessional	
Contracted Services		* combined with Immigrant	\$750
Supplies			
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$17,374</b>		

<b>TITLE IV - 289</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$18,778	.35 Teacher	
Contracted Services			
Supplies			
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$18,778</b>		

<b>Special Ed IDEA-B</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>FUND 224</b>			
Payroll	\$166,214	2.5 paraprofessionals	
Contracted Services	\$1,000		
Supplies	\$1,000		
Travel & Fees			
<b>TOTAL BUDGET</b>	<b>\$168,214</b>		

<b>Special Ed IDEA-B PK</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>FUND 225</b>			
Payroll	\$4,863	.23 paraprofessional	
Contracted Services			
Supplies			
Travel			
<b>TOTAL BUDGET</b>	<b>\$4,863</b>		

<b>Career &amp; Tech</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>PIC 22</b>			
Payroll	\$488,396	7.15 Teachers	
Supplies	\$80,000		
Travel	\$35,000		
Equipment	\$19,000		
Other	\$600		
<b>TOTAL BUDGET</b>	<b>\$622,396</b>		

<b>Special Education</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>PIC 23</b>			
Payroll	\$691,954	3 Teachers	7 Paraprofessionals
Contracted Services	\$53,500	.8 Behavioral Specialist	1 Bus Monitor
Staff Development	\$3,500	1 Diag/Director	1 Clerk
Supplies	\$12,000	1 Speech Therapist	1 Bus Driver
Travel/Misc	\$4,500		
<b>TOTAL BUDGET</b>	<b>\$765,454</b>		

<b>Gifted and Talented</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>PIC 21</b>			
Payroll	\$18,799	.60 Teachers	
Contracted Services			
Supplies	\$2,100		
Travel	\$1,000		
<b>TOTAL BUDGET</b>	<b>\$21,899</b>		

<b>English as a Second Language (ESL)</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>PIC 25</b>			
Payroll	\$85,864	1 Paraprofessional	2 Teacher Stipends
Contracted Services	\$6,500	.48 Interpreter	.5 Administrator
Supplies	\$1,500		
Travel			
<b>TOTAL BUDGET</b>	<b>\$93,864</b>		

<b>Early Education</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
<b>PIC 36</b>			
Payroll	\$152,435	2 Teachers	
Contracted Services	\$2,500		
Supplies			
Travel			

<b>TOTAL BUDGET</b>	<b>\$154,935</b>		
<b>Dyslexia PIC 37</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$75,687	1 Dyslexia Therapist	
Contracted Services			
Supplies			
Travel			
<b>TOTAL BUDGET</b>	<b>\$75,687</b>		
<b>CCMR Bonus PIC 38</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$15,152	.41 teacher	
Contracted Services			
Supplies			
Travel			
<b>TOTAL BUDGET</b>	<b>\$15,152</b>		
<b>TITLE V RURAL &amp; LOW FUND 270</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll			
Contracted Services			
Supplies	\$27,089		
Travel			
<b>TOTAL BUDGET</b>	<b>\$27,089</b>		
<b>EFFECTIVE ADVISING FUND 244</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$25,000	Teacher Stipends .10 Counselor	
Contracted Services	\$49,000		
Supplies	\$18,100		
Travel	\$12,400		
<b>TOTAL BUDGET</b>	<b>\$104,500</b>		
<b>School Safety Cycle 2 FUND 429</b>	<b>Budgeted Costs</b>	<b>Positions Funded</b>	<b>Positions Funded</b>
Payroll	\$24,500	Guardian Stipends	
Contracted Services	\$10,000		

Supplies	\$115,500
Travel	
TOTAL BUDGET	\$150,000







## Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory 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 Texas – New Generation System (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:

<b>Priority for Service (PFS) Criteria</b>	
<b>Grades 3-12, Ungraded (UG) or Out of School (OS)</b>	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><b>AND</b></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>
<b>Grades K-3</b>	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.</li> </ul>

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

**NOTE:** *This document is available on the TMEP Portal.*

<b>Region:</b>	<b>District Number:</b> 112908	<b>Priority for Service (PFS) Action Plan</b>	<b>Completed By:</b>
08			Region 8 ESC Migrant Staff
<b>District Name:</b>	Como-Pickton CISD	<b>School Year</b>	<b>Date:</b>
All Migrant SSA Member Districts		2024-2025	10/11/2024

**Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)**

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

**Requirements - Program-Specific Provisions and Assurances**

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

**PFS Action Plan Completion Date:** Before First Day of School

<b>LEA Assurance</b> LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		<b>ESC Assurance</b> ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
<b>LEA Staff Signature</b>	Lydia Dalton	<b>ESC Reviewer Signature</b>	Codi Grubbs
<b>Date</b>	10/14/24	<b>Date Review Complete</b>	10/11/2024

<b>School Year:</b>	2024-2025	<b>PFS Action Plan</b>
<b>Region:</b>	<b>District Number:</b> 112908	<b>District Name:</b> Como-Pickton CSD
08		All Migrant SSA Member Districts

**PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.**

<b>Goal(s):</b>	<b>Objective(s):</b>
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; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success. [§1304 [20 U.S.C. 6394](d)].	<ul style="list-style-type: none"> <li>● Monitor the progress of MEP students who are PFS</li> <li>● Communicate the progress and determine needs of PFS migrant students to school staff, parents and students</li> <li>● Provide services to PFS students according to need</li> </ul>

<b>School Year:</b>	2024-2025	<b>PFS Action Plan</b>
<b>Region:</b>	<b>District Number:</b> 112908	<b>District Name:</b> Como-Pickton C15D
08		All Migrant SSA Member Districts

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
<b>Monitoring the progress of eligible migratory students who are PFS.</b>			
<ul style="list-style-type: none"> <li>▪ <b>Monthly</b>, 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 NGS Specialist	NGS Reports
<ul style="list-style-type: none"> <li>▪ <b>Before the first day of school</b>, 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 2024	ESC MEP Specialist	PFS Action Plan
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>•<b>Regular Monitoring:</b> Staff will review PFS (Priority for Service) reports and monthly progress forms for PFS students (as received). MEP (Migrant Education Program) staff, including program specialists, MEP recruiters, and LEA representatives (if applicable), will assess any areas requiring attention.</li> <li>•<b>Communication with Stakeholders:</b> MEP staff will communicate with the LEA and migratory students to discuss progress and address any additional needs identified for PFS students.</li> <li>•<b>Documentation for Audits:</b> MEP staff will keep detailed records of all coordination efforts with the LEA and migratory students to ensure thorough documentation for auditing purposes.</li> </ul>	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review, NGS Reports, Eduphoria, DMAC

School Year:	2024-2025	PFS Action Plan
Region:	District Number: 112908	District Name: Como-Pickton CUSD
08		All Migrant SSA Member Districts

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
<b>Communicating the progress and determine needs of eligible migratory who are PFS.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant 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 (PFS) reports.</li> </ul>	Sept 2024- Aug 2025	ESC MEP Staff	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	Sept 2024- Aug 2025	ESC MEP Staff	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Sept 2024- Aug 2025	ESC MEP Staff	Individual PFS Progress Review Reports
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Additionally, during the academic calendar, the Migrant Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents of students who are identified as LEP</li> </ul>	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review Reports

<b>School Year:</b>	2024-2025	<b>PFS Action Plan</b>
<b>Region:</b>	<b>District Number:</b> 112908	<b>District Name:</b> Como-Vickton CISD
08		All Migrant SSA Member Districts

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
<b>Providing services to eligible migratory who are PFS.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Sept 2024- Aug 2025	<ul style="list-style-type: none"> <li>ESC MEP Staff</li> <li>LEA Staff</li> </ul>	Individual PFS Progress Review, NGS Reports
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Sept 2024- Aug 2025	<ul style="list-style-type: none"> <li>ESC MEP Staff</li> <li>LEA Staff</li> </ul>	Individual PFS Progress Review, NGS Reports
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Sept 2024- Aug 2025	<ul style="list-style-type: none"> <li>ESC MEP Specialist</li> </ul>	Individual PFS Progress Review,
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Additional tutorials will be provided for all PFS students who failed the STAAR test during the previous two school years.</li> <li>Provide access to GED preparation programs or high school equivalency courses to help OSY complete their education.</li> </ul>	Ongoing as needed	<ul style="list-style-type: none"> <li>ESC MEP Staff</li> <li>LEA Staff</li> </ul>	Individual PFS Progress Review, NGS Reports

# State Compensatory Education Program

**Policies and Procedures Manual**

## **Como-Pickton CISD**

**School Year 2024-2025**

**Updated: June 2025**



**Modified by Region 16 ESC (February 2019)**

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## **Section 1: Program Overview**

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

### **Purpose**

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. CPCISD will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school or educationally disadvantaged.

The SCE program planning and decision-making for CPCISD will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

### **Goal**

The goal of all CPCISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in **performance** on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of **high school completion** between students at risk of dropping out of school and/or economically disadvantaged students and all other CPCISD students [see TEC 48.104(k)].

### **General Use of Funds**

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at CPCISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students who are identified as meeting the at-risk criteria.

CPCISD will use state compensatory education funds to provide support programs and/or services that **supplement** (meaning not used for services benefiting all students) the regular

education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, supplemental to the regular program, and be reflected in the comprehensive needs assessment.

CPCISD will ensure that positions funded with SCE:

- Provide direct **foundation curriculum instruction** and services to identified at-risk students and educationally disadvantaged students;
- Are supplemental to the basic instructional program
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

### **Use of Funds on Title I, Part A Campus**

As appropriate and necessary, SCE funds will be used to support Title I, Part A Schoolwide Elements at CPCISD as a Title I Schoolwide single campus district. The CPCISD ensures that it will continue to use State and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE program will be met.

### **Section II: Student Eligibility Criteria**

TEC Section 29.081; TEC Section 28.0217; SB 702

CPCISD has adopted the TEC Section 29.081 fifteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

- A. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester (**exited when student finishes a school year with all semester grades passing**);
- B. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents (**stays at-risk until graduation**);
- C. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument (**exited when student passes at the 110% level on the next STAAR test in the same area**);

- D. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year **(exited at end of the school year)**;
- E. Is pregnant or is a parent **(remains at-risk until graduation, if parent)**;
- F. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year **(exited at end of school year following placement year)**;
- G. Has been expelled in accordance with §37.007 during the preceding or current school year **(exited at end of school year following expulsion)**;
- H. Is currently on parole, probation, deferred prosecution, or other conditional release **(exited at the end of the school year)**;
- I. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school **(stays at-risk until graduation)**;
- J. Is a student of limited English proficiency (LEP), as defined by §29.052 **(exited when no longer consider LEP)**;
- K. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official **(exited at the end of the school year)**;
- L. Is homeless, as defined by 42 U.S.C. §11302 and its subsequent amendments **(exited at the end of the school year)**;
- M. Resided, in the preceding school year, or who resides, in the current school year, (can even be an overnight stay) in a residential placement facility within the CPCISD (SCE FAQ #6 says that “the location of the facility does not affect a student’s at-risk status), including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home **(exited two years after the date of the student’s release from the facility – need documentation from facility of admission and release dates)**;
- N. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. **(stays at-risk until graduation)**.
- O. Is enrolled in a school CPCISD or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

**Local Criteria:**

TEC Section 29.081

CPCISD may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria. These students are **not** reported in PEIMS as at-risk.

- CPCISD has elected **not** to identify or serve students under locally defined criteria.

CPCISD has elected to serve students under locally defined criteria of \_\_\_\_\_.

### **Students with Disabilities:**

TEC Section 29.081

Any student with a disability must still meet one of the 15 state criteria to be identified as at-risk.

### **Section III: Student Identification Procedures**

TEC Section 29.081

#### **CPCISD At-Risk Coordinator**

The CPCISD Superintendent will identify a District/Campus At-Risk Coordinator. The CPCISD At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the CPCISD At-Risk Coordinator at the district level are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS
- Monitoring SCE expenditures and supplemental positions
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students and educationally disadvantaged students
- Professional development for identification, interventions, and response to interventions for at-risk students.

The responsibilities of the CPCISD At-Risk Coordinator at the campus level are, but not limited to, the following:

- Manage and oversee the process for identification of students based on the 15 criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with staff to ensure appropriate interventions are available to identified at-risk students
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Collaborate with principals to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors
- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct **an annual formative evaluation of the program effectiveness at the campus level.**

The CPCISD At-Risk Contact, will establish a procedure to conduct semester reviews, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3<sup>rd</sup> grade students only: student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7<sup>th</sup> to 12<sup>th</sup> only: student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status or Foster Care
- Residential facility placement data (current or preceding school year)

### Section XI: At-Risk Student Profile for Como-Pickton CISD

PEIMS ID#	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current YR Enroll Date
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#### STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

<u>PK-3 Criteria</u>	<u>20 State Assessment Score</u>	<u>Core Subject Grades (7-12 only)</u>	<u>Core Subjects Grades (7-12 only)</u>
		<u>Previous Semester</u>	<u>Current Semester</u>
Readiness Score: _____ (PK-3 only)	State Assessment- Rdg _____	MATH _____	MATH _____
Instrument Used: _____	State Assessment- Math _____	SCIENCE _____	SCIENCE _____
Date: _____	State Assessment- Write _____	ELA _____	ELA _____
	State Assessment- Sci _____	Social Studies _____	Social Studies _____

<u>AT RISK CRITERIA</u>	<u>DOCUMENTATION</u>
Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "At-Risk".	Check all that apply. Documentation for each applicable item must be kept in student's At-Risk folder.
A. Was not advanced from one grade to the next for one or more school years? (Exception-PK or K not advanced as result of parent request)	Grade Record or failure list
B. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
C. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports
D. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPR)	Copy of Readiness Test (PK-3)
E. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
F. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
G. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
H. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
I. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
J. Is a LEP student?	Copy of LPAC profile indicating LEP status
K. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
L. Is homeless, as defined by 42 U.S.C. §11302 and its amendments?	Copy of records indicating homeless status
M. Resided in preceding or current year in a residential placement facility in the CPCISD, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
N. Has been incarcerated or has a parent/guardian who has been incarcerated...	Copy of documentation confirming incarceration
O. Is enrolled in a dropout recovery school under Section 39.0548	Copy of student registration in dropout recovery school

Student is At-Risk (Please Circle) Yes No \_\_\_\_\_

Person Completing Form \_\_\_\_\_ Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**MONITORING RECORD (to be completed at least twice per year)**

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: \_\_\_\_\_

Reason for Exiting Student: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Exit Review Conducted By: \_\_\_\_\_  
 \_\_\_\_\_

## **Section IV: Provision of Services**

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83<sup>rd</sup> Legislative Session

### **Services**

CPCISD DIP/CIP is the primary record supporting SCE services and expenditures. The program/services will be described in the DIP/CIP at the strategy level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA) is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the CPCISD At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation/accelerated services for State assessments
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions

- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

\* House Bill 5, 83<sup>rd</sup> Legislative Session added the requirement that each school CPCISD provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

**Mentoring Programs for At-Risk Students:**

TEC Section 29.089

Each CPCISD may provide mentoring service programs to students at-risk of dropping out of school. The CPCISD will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the CPCISD’s campus(es) and implement the program.

- CPCISD does **not** use SCE funds for these programs.
- CPCISD does use SCE funds for providing mentoring program(s): \_\_\_\_\_

**Monitoring**

CPCISD At-Risk Contact:

The CPCISD At-Risk Contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student’s progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers

- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

### **Continued Monitoring**

#### CPCISD At-Risk Coordinator:

Annually, the CPCISD At-Risk Coordinator will review the use of SCE funds to ensure that the use of funds is targeting students who are at-risk or educationally disadvantaged. Supplemental salaries (FTEs) being paid through SCE will also be reviewed to ensure that the identified strategies in the CNA and DIP/CIP have the intended impact on student achievement.

### **Section V. Exit Procedures**

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the CPCISD At-Risk Contact, in consultation with the principals and/or other appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater

- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP /EB status

Students identified with the following at-risk criteria are automatically exited each school year (recommended after summer PEIMS submission). Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3<sup>rd</sup> grade Readiness Assessment
- On parole, probation, or deferred prosecution
- In the custody or care of Department of Family Protective Services (DFPS)
- Identified homeless under the McKinney-Vento Homeless Assistance Act
- Identified as Foster Care

Students are never exited from the SCE program when they have been identified as at-risk under the following criteria:

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSIDS/PEIMS to have dropped out of school; has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
- is a parent

**Methodology for Calculation of the 110% Satisfactory Performance on Assessment Instruments:**

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the CPCISD’s responsibility to complete the 110% calculation.

- CPCISD uses the OnData Suite 110% calculation report.
- CPCISD uses this methodology:

Using an Excel spreadsheet, data from the following are entered:

- The STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History
  - Grade:
    - Math- Grade level 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> , and Algebra I
    - Reading- Grade level 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>
    - Writing- Grade level 4<sup>th</sup> and 7<sup>th</sup>
    - English- English I and English II
    - Social Studies- Grade level 8<sup>th</sup> and U.S. History
    - Science- Grade level 5<sup>th</sup> and 8<sup>th</sup>, and Biology
  - Standard- Approaches
  - Total Test Items for each foundation curriculum subject
  - Raw Score Cut (test items required for Approaches)
  - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
  - 110% Average (Percentage of Total Test Items multiplied by 1.1)
  - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
  - 110% Scale Score

### **Continued Monitoring:**

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the CPCISD At-Risk Contact will establish periodic reviews of student performance for those students who have been exited from the SCE program.

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

## **Section VI: Program Evaluation**

TEC 29.081; TEC Section 11.253

### **Required Overall Program Evaluation:**

The CPCISD At-Risk Coordinator, along with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other CPCISD students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA and DIP/CIP expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will describe the characteristics of the at-risk student population and will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

### **Additional Evaluation Measures:**

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at the elementary or secondary level. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

## Step One for Annual SCE Program Evaluation: 2023-2024 School Year

Student Eligibility Criteria	Program or Service	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Teacher assistants to provide additional one-on-one or small group instruction to at-risk students	STAAR Benchmarks	October, February	<b>Comparison of At-Risk STAAR Results from 2022 to 2023</b>  <b>Math: Increased 5 pts.</b> <b>Reading: Increased 3 pts.</b>	\$97,307
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Interventionists and supplies to provide additional one-on-one instruction (2 interventionists)	STAAR Benchmarks	October, February	<b>Comparison of At-Risk STAAR Results from 2022 to 2023</b>  <b>Math: Increased 5 pts.</b> <b>Reading: Increased 3 pts.</b>	\$141,816 (salary) \$7000 (supplies)
In DAEP	DAEP program	STAAR Benchmarks	October, February	<b>Comparison of At-Risk STAAR Results from 2022 to 2023</b>  <b>Math: Increased 5 pts.</b> <b>Reading: Increased 3 pts.</b>	\$18,910 (Salary) \$1250 (A+ Program)
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Credit Recovery	Program Progress Reports	Each 9 weeks	<b>100% of students in program received credits.</b>	\$1250 (A+ program)
Unsatisfactory score on readiness test; failed a grade; DPRS care; homeless; failed a state assessment	Accelerated Instruction during the school day including individualized, online software	STAAR Benchmarks	October, February	<b>Comparison of At-Risk STAAR Results from 2022 to 2023</b>  <b>Math: Increased 5 pts.</b> <b>Reading: Increased 3 pts.</b>	\$13,066 (salary) \$9000 (online software)

## Step Two for SCE Program Evaluation: 2023-2024 school year

Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Teacher assistants providing one-on-one or small group instruction to at-risk students: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	<b>“At-risk to not at-risk” gaps are still present, but at-risk scores are higher than in previous year.</b>	None
Subject Area Interventionists for at-risk students: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	<b>“At-risk to not at-risk” gaps are still present, but at-risk scores are higher than in previous year.</b>	In the future, evaluation for this service will be the percentage of students (served by interventionists) who pass STAAR.
DAEP: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	<b>“At-risk to not at-risk” gaps are still present, but at-risk scores are higher than in previous year.</b>	DAEP will be evaluated in the future as to whether any students are “repeaters.” PIC 28 will be used for budgeting DAEP.
Credit Recovery Program: percentage of students receiving credits while in program	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	<b>100% of students in program received high school credits.</b>	None
Accelerated Instruction Time: comparison of at-risk and not at-risk student scores on assessments	State and Federal Programs Director; Principals	District Site-Based Decision-Making Committee	<b>“At-risk to not at-risk” gaps are still present, but at-risk scores are higher than in previous year.</b>	In the future, evaluation for this service will be the percentage of students (served by accelerated education teachers) who pass STAAR.

**Example Strategy in 2024-2025 CPCISD Improvement Plan**

**Goal 1, Objective 1,**  
**Strategy 6**

<b>Strategy Description</b>	<b>BUDGET</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>	<b>Evaluation</b>
Classroom paraprofessionals will provide one-on-one or small group instruction to at-risk or EcoD students.	SCE	Principal	Closing of the gap between students at-risk and not at-risk and those EcoD and not EcoD	STAAR Results

## **Section VII: State Compensatory Education (SCE) Expenditures**

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

CPCISD ensures all costs recorded under SCE are **supplemental** to the regular education program and aligned with the CNA and DIP/CIP.

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to qualifying SCE students. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for qualifying students. **SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.**

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer-assisted instruction
- Extension of the instructional school day, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

### **Payroll/Personnel:**

The CPCISD may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as **number of FTEs in the DIP/CIP**. In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job descriptions and schedules including the number of students served and number of minutes. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually\*
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

\*Federal regulations only require a new job description if job duties change, but SCE requires this annually.

Records of an employee's class schedule and job description are available at the CPCISD At-Risk Coordinator's office during the school year (and in the personnel files after the yearly local audit).

## **Accounting Codes**

FASRG, 9.3

CPCISD will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non-disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP/CIP and CNA. Use of the accounting codes implies that the CPCISD is in compliance with the appropriation of SCE funds to supplement programs that provide services for qualifying SCE students.

## CPCISD SCE Expenditures

### SCE 2024-2025 CPCISD Funding and Budget

SCE Allocation Amount Received:	\$703,010
Required Direct Cost (At least 55% of received amount)	\$386,655

#### Expenditures by Object Code:

<b>6100</b> Payroll Costs	\$439,588
List the number of supplemental position(s) fully or partially funded with SCE at the CPCISD-level:	
<b>Position</b>	<b>FTE's</b>
Paraprofessional	5.75
Accelerated Instruction Teacher	5.85
DAEP Teacher	0.845

<b>6200</b> Professional & Contracted Services	\$750
List the contracts to be SCE funded:	
Gayle Miller Consulting _____	\$750

<b>6300</b> Supplies & Materials	\$25,000
List the supplies and materials to be SCE funded:	
Intervention Supplies	\$13,500
Credit Recovery Program A+	\$2500
Online resources/accelerated instruction	\$9000

<b>6400</b> Other Operating Costs	\$0
List other operating costs to be SCE funded:	
_____	\$ _____

#### Expenditures by Program Intent Code (PIC):

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs

List the amount to be allocated to each PIC code:

PIC 30- Title I, Schoolwide 40%	\$465,338
PIC 28- DAEP	\$ 65,000

**Section VIII: Other Services/Funds Utilized**

**(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, CPCISD-level efforts for evaluation should be defined as well)**

The CPCISD may draw on other fund sources for support services that address the needs of qualifying SCE students. Other local and special grants and other special state and federal funds may support additional initiatives designed to support all students, especially those in greatest need.



*Learning Today...Leading Tomorrow*

**Como-Pickton Consolidated Independent School District  
Parent & Family Engagement Policy  
2024 – 2025**

Como-Pickton Consolidated Independent School District understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families 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

Como-Pickton Consolidated Independent School District agrees to implement the following requirements as outlined by ESSA Section 1116:

**A. ANNUAL TITLE I MEETING**

Como-Pickton Consolidated Independent School District will hold Annual Title I Meetings for all parents across the district within the months of August and September. At least one meeting will be convened during the morning hours and one during the evening hours to accommodate parent schedules.

**B. FLEXIBLE NUMBER OF MEETINGS**

Como-Pickton Consolidated Independent School District will offer a flexible number of parent engagement meetings at convenient times for families, such as meetings in the morning or evening.

**C. JOINTLY DEVELOPED**

Como-Pickton Consolidated Independent School District will present the Parent and Family Engagement Policy to families at the Annual Title I Meetings for suggested changes. CPCISD will also present the Parent and Family Engagement Policy, along with input garnered from the Annual Title I Meetings, to the Site Based Decision Making Committee to elicit any changes for the coming year. Family members will be invited and encouraged to serve on district level committees, as well as committees at the campus level. CPCISD will also post the Parent and Family Engagement Policy on the district website and, to the extent practical, elicit on-going feedback on these policies.

**D. COMMUNICATION**

Como-Pickton Consolidated Independent School District will distribute the Parent and Family Engagement Policy to parents upon student enrollment each school year and will also post the policy on the district's website. CPCISD will use meetings, workshops, social media, flyers and other communication via the student or mail, the CPCISD automated phone system, and the district website to keep parents informed. Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

## **E. PROCESS FOR ON-GOING INPUT**

Parents will have the opportunity to submit any comments or concerns to the Como-Pickton Consolidated Independent School District Assistant Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents. These comments or concerns can be sent to the Assistant Superintendent, Lydia Walden, at [waldenl@cpcisd.net](mailto:waldenl@cpcisd.net) or by phone at 903.488.8802.

## **F. SCHOOL-PARENT COMPACT**

Como-Pickton Consolidated Independent School District will jointly develop, with parents of participating children, a school-parent compact that outlines how families, school staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standards and how the plan is used, reviewed, and updated. CPCISD will convene Annual Title I schoolwide meetings within the months of August and September to jointly develop with parents and faculty a school-parent compact. CPCISD will also present the drafted School-Parent Compact, along with input garnered from the Annual Title I Meetings, to the Site Based Decision Making Committee to elicit any changes for the coming year. Family members will be invited and encouraged to serve on district level committees, as well as committees at the campus level. CPCISD will also post the School-Parent Compact on the district website and, to the extent practical, elicit on-going feedback.

## **G. BUILD CAPACITY**

Como-Pickton Consolidated Independent School District will build capacity for strong parental involvement to support a partnership among the school and the community for the purpose of improving student academic achievement. For the 2023-2024 school year the following Parent and Family Engagement meeting opportunities will be available to provide assistance to parents of children served by the school district or school:

- Annual Title I Meetings – details about Title I services, the Parent and Family Engagement Policy, and the School-Parent compact will be discussed and attendees will be asked to provide feedback.
- State Testing – campus principals will provide a brief overview for parents of the required state assessments including information related to:
  - the state's academic content standards,
  - the state's student academic achievement standards,
  - the state and local academic assessments including alternate assessments,
  - how to monitor their child's progress, and
  - how to work with educators.
- Family nights held at campuses to provide materials, resources, and training about how parents can help students with their learning.
- Annual elementary parent/teacher conference times, which will include discussion of the School-Parent Compact and how it relates to the individual child's achievement.
- Additional parent/teacher conferences, as needed, to discuss student achievement and behavior at all grade levels.
- District Site Based Decision Making Committee meetings will be held to include parents in the development of the district/campus improvement plans.
- English Learner parent and family nights will be planned throughout the year and translators will be available at the campus level for parents as needed.
- Dyslexia and Gifted/Talented parent and family nights and workshops are scheduled to be offered and will provide parents with materials and resources to increase student achievement.
- Parents are provided opportunities to attend select trainings and conferences for increasing their knowledge and awareness through coordination of federal, state, and local programs.
- District Resources – a list of services and resources appear on the district's website at [www.cpcisd.net](http://www.cpcisd.net) under the tab "Parents/Students".

- The district will provide training and information for teachers in the best ways to reach out and communicate effectively with parents, as well as how to work with parents as partners to strengthen the home/school connection.

#### **H. ACCESSIBILITY**

Como-Pickton Consolidated Independent School District will offer parent meetings at flexible times throughout the school year. Announcements will be available through the district website and social media pages in a language that can be understood by parents. Progress reports, report cards, state assessment results, and other information regarding student achievement will be sent to parents in a timely manner. In addition to CPCISD Title I Parent Meetings, we will also hold parent meetings for parents of students that are also in the English Learner Program. CPCISD will also maintain a district data site for parents to access student grades and attendance at any time. The district's offices will maintain normal business hours and welcome feedback in the form of personal visits, conferences, emails, and phone calls. Please note, appointments are preferred so that parents may be offered our full attention.

#### **I. EVALUATION**

Como-Pickton Consolidated 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 policy in improving the quality of schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise its parental involvement policies with the involvement of parents.

#### **J. STATEWIDE INITIATIVE**

Texas has established a Parent and Family Engagement Initiative hosted by the Region 16 Education Service Center. The website is: <https://www.esc16.net/page/title1swi.home>.

The Assistant Superintendent at Como-Pickton Consolidated Independent School District is responsible for annually reviewing and publishing this policy. Please contact Lydia Walden, at [waldenl@cpcisd.net](mailto:waldenl@cpcisd.net) or by phone at 903.488.8802 with any comments or suggestions. Please refer to [www.cpcisd.net](http://www.cpcisd.net) for information on how to become a volunteer, parent handbooks, calendars of school events, or talk to your school principal about opportunities to serve on committees or participate in other parent opportunities.



*Learning Today...Leading Tomorrow*

**Como-Pickton Consolidated Independent School District  
School-Parent Compact  
2024 – 2025**

Como-Pickton CISD, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

**SCHOOL ACCOUNTABILITY PLEDGE** – Como-Pickton School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment to ensure all students have an opportunity to meet and exceed the state's standards.
- Provide parents with frequent reports on their children's academic and behavioral progress through progress reports, parent/teacher conferences, samples of student work, and updates on assessments.
- Set high expectations for staff, students and parents by implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff.
- Provide parents opportunities to volunteer and participate in their child's learning.
- Maintain open lines of communication with parents, students, and community.

**FAMILY/PARENT ACCOUNTABILITY PLEDGE** – We, as parents, will support our student's learning by:

- Encourage students and support their academic efforts by establishing routines, including appropriate bedtime, nutrition, grooming, and hygiene.
- Monitor student attendance and grades through Ascender's Parent Portal, progress reports, and report cards.
- Supervise homework and encourage reading.
- Attend parent/teacher conferences and meetings.
- Supervise use of electronic digital media and personal devices.
- Provide support for the school and for the children to help improve student performance standards.
- Read and sign the student handbook, code of conduct, and bus rules.
- Model appropriate relationships with others.
- Visit classrooms and volunteer, when possible. Parent involvement opportunities include:
  - Open House
  - Parent/Teacher Conferences
  - Parent Nights
  - Homeroom Parents
  - Class Parties
  - Field Trips
  - Field Day
  - Awards Assemblies
  - Booster Clubs
  - Graduation Ceremonies
  - Band/Music Programs
  - Veteran's Day Program
  - Book Fairs
  - Career Day
  - Back to School Bash
  - District Site Based Decision Making Committee

**STUDENT ACCOUNTABILITY PLEDGE** – We, as students, will share the responsibility to achieve in school and in life. We will:

- Come to school on time and be prepared every day.
- Take pride in school, ourselves, and our work.
- Take responsibility for our learning.
- Treat others with respect and kindness.

# Como-Pickton CISD



## Professional Development Plan

2024 -2025

## **Board Policy for Staff Development**

DMA(LOCAL) requires the school board each year to:

- Review the SBEC professional development clearinghouse (Appendix B).
- Approve the district's professional development plan which must meet all the requirements listed in law for a district's professional development policy.

### **Our Beliefs (modeled after Learning Forward-a professional group promoting effective professional development):**

1. Professional learning improves educator effectiveness which is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
- 5.. Effective school systems commit to continuous improvement for all adults and students.

### **Our Mission**

Our professional development mission is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the district.

To support our beliefs and mission, our professional development program commits to the following:

- Establishing district expectations and standards in professional growth for all staff
- Providing quality professional growth opportunities for all staff members relevant to their position and role in the district.
- Planning purposeful, professional growth opportunities based on district and individual goals that will maximize student achievement.
- Promoting a supportive environment that develops the desire to improve one's craft through continuous learning.

## **District Professional Development Norms**

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help to maximize the productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking (TSDS, 2006).

The following district norms have been established to guide our professional learning activities:

- Be on time
- Bring individual devices with login information on hand, when required
- Engage in learning through listening, discussing and participating
- Exhibit professional behaviors by collaborating with others and respecting diverse opinions
- Commit to utilize new learning to benefit the students and staff we serve.

## **District Initiatives**

1. Career and Technology Education: Teachers in the CTE Department and the CTE Advisory Group will meet at least twice yearly to align program goals and focus on Industry-Based Certifications.
2. Cross-curricular writing: ELAR teachers will provide guidance to other campus core content area teachers for development of cross-curricular writing activities.
3. Data disaggregation: Campuses will reinforce data disaggregation processes and training to establish more effective methodology for addressing student instructional strengths and weaknesses.
4. Safety training: Staff members will continue to reflect upon the effectiveness of safety drills and will update protocols according to findings. Training for those using/handling hazardous chemicals will be in place for teachers (lab science), custodians, maintenance staff, and any other applicable employees.

## **Professional Development Waiver Days**

Each summer, employees (who are not 12-month employees) are required to complete two days of professional development prior to the start of the school contract year. Employees are to complete certain assigned online trainings (such as Bloodborne Pathogens, etc.) in Eduhero and other professional development as approved by the employee's supervisor. Employees will not receive a stipend for these two days but will have the following designated Professional Development Waiver Days off during the 2024 -2025 school year:

- October 28, 2024
- February 18, 2025

The following are not acceptable for the purpose of earning credit for Professional Development Waiver Days:

- Teaching summer school;
- Attending college courses;
- Attending any training if a district stipend is paid to the teacher; and/or
- Educational vacation travel or trips during the summer.

Annually, all applicable staff members must obtain these 12 hours including the online compliance courses to fulfill Professional Development Waiver Day requirements.

Once training has been completed, teachers/employees are responsible for submitting the Waiver Day Record sheet (**Appendix C**) to the Campus Principal by the district due date. (**August 9, 2024**)

## **Teachers**

District professional development for teachers will be aligned to the T-TESS domains and three areas of focus identified through the strategic planning process. These three focus areas include brain-based learning instructional strategies, student engagement, and innovative practices. These areas are aimed at transforming classrooms into innovative learning labs that challenge, engage, and excite students.

Professional Development sessions will be aligned to implementation of the curriculum (TEKS) and will support Departments/Grade Level Teams. Most of the sessions will be held on the designated calendar days, but some sessions may be scheduled at other times throughout the year.

1. Each year, teachers need to assess their technology skill level and attend applicable sessions to address any areas of identified needs.
2. Teachers should be fully aware of the particulars of their curriculum whether online or in text format.

### **New Teachers**

Induction, as defined by Dr. Phil Schlechty is, "the systems through which new members to the organization are brought to understand and embrace the norms and values they must understand and embrace to be full members of the organization."

This would include systems at both the campus and district level. Induction support may include, but is not limited to:

- Grade Level Team Leader/Department Chair Support (during meetings, conference times, etc.)
- Campus Administrators (During Pre-Conference and Post-Conferences, during campus meetings)
- District Orientation
  - Participation in the Region 8 ESC New Teacher Institute
  - T-TESS Training and Support
  - Purposeful Planning with the TEKS Resource
  - Ascender Gradebook
  - Eduphoria
  - Parent Conferencing
  - Curriculum and Assessment Training

## **Administrators**

Administrators, including the superintendent, directors, campus principals, and coordinators are expected to participate in high quality professional learning that is relevant and based on an administrator's years of experience and includes opportunities to attend local, state and national conferences.

Administrator Professional Development will include:

- Content driven by district data and principal feedback and facilitated by both district and out of district presenters.
- Job-embedded to include webinars and other technology delivery methods.
- Induction and mentoring program for first year administrators
- Feeder pattern collaboration
- Supporting TEKS Resource System at the Campus Level
- T-TESS and Teacher-designed student learning objectives

The design of the administrator professional learning includes meetings to ensure that principals have up-to-the-minute information and guidance from the USDE, TEA, and Region 8 ESC in order to effectively make decisions to impact their campuses. The expectation is the learning gained from administrator sessions will be used effectively to support teachers and improve student achievement.

### **Activities Include:**

1. Classroom Walk-Throughs (using the T-TESS Rubric to Guide Observations)
2. Using Data to support the District Improvement Plan and the work of department/grade level teams
3. Accountability Updates
4. Administrator Meetings

## **Counselors**

Counselors play a critical role in our schools in providing guidance and support for students, parents, and teachers. Substance abuse prevention, violence prevention, discipline, bullying, and student leadership are some of the topics they address. At the elementary and middle school, they also support the campus testing program. At the high school, they serve as the main point of contact for House Bill 5 and Graduation Plans.

Counselor support may include, but is not limited to:

- Participation in the counselor training through Region 8 ESC or other entities.
- Texas School Procedures Resources
- Workshops that support the implementation of current legislation
- Training for Administration of the STAAR/EOCs Tests

### **Testing Coordinators**

The secure and accurate administration of the STAAR test is an important responsibility. Campus/District Testing Coordinators will participate each year in the Region 8 District/Campus Testing Coordinator training. Campus testing personnel will be trained by the Campus Testing Coordinator.

### **Instructional Paraprofessionals**

All instructional paraprofessional staff will participate in district/campus professional development days as deemed appropriate to their job description. This professional development will correspond with the existing workday.

For example, on district professional development days when subject specific learning has been designed, instructional paraprofessionals are to attend these sessions along with their classroom teachers. If the instructional paraprofessional should assist with instruction during multiple subject areas, the campus principal will assign them to a session.

Professional learning opportunities will be identified by collaborating with campus and district administrators, as well as by administering periodic needs assessment surveys. Learning will be designed and facilitated by both district and out of district resources.

Instructional paraprofessionals are to be trained in all Special Education requirements including proper restraints and confidentiality rules.

### **Support Staff**

Staff development will be implemented according to state requirements and overseen by the department directors.

## **Substitute Teachers**

Substitute Teacher Orientation training is required before any substitute teacher can work in the district. This orientation will include safety and sexual harassment training. Each attendee will receive a Substitute Teacher Handbook.

# APPENDIX A

## Trainings/Professional Development in Statute

Note: M – mandatory, E – encouraged, O – optional

Training/Citation	Audience	Notes	M	E	O
<p>Administration of Epinephrine Auto-Injectors</p> <p><i>TEC §38, Subchapter E, Section 38.210 (b)</i></p>	<p>If a district adopts a policy under Section 38.208(a) then one or more school personnel members or volunteers on each campus of a district or open-enrollment charter school that adopts a policy for the administration of epinephrine auto-injectors</p>	<p>How to recognize the signs and symptoms of anaphylaxis, administer an epinephrine auto-injector, implement emergency procedures, and properly dispose of used or expired epinephrine auto-injectors. Provided in formal training setting or online and completed annually.</p>	X		
<p>Administration of opioid antagonist</p> <p><i>Subchapter E-1, TEC §38.222(c) and TEC §38.224(b)</i></p>	<p>Each district that serves students in grades 6 -12 must adopt a policy under Section 38.221 and one or more school personnel members or volunteers on each campus must be authorized and trained to administer opioid antagonist.</p>	<p>How to recognize the signs and symptoms of an opioid-related drug overdose, administer an opioid antagonist, implement emergency procedures if necessary, and properly dispose of used or expired opioid antagonists.</p>	X		
<p>Administrator appraiser training</p> <p><i>TAC, Title 19, §150.1024 (b)</i></p> <p><i>TAC, Title 19, §150.1005 (c) (d)</i></p>	<p>Administrators</p>	<p>Before conducting appraisals, an appraiser must satisfactorily complete the T-TESS appraiser training and pass the examination and have completed ILT, ILD, or AEL certification training.</p>	X		
<p>Assessment instrument administration</p>	<p>School district employees involved in the administration of assessment instruments administered under Section 39.023.</p>	<p>May include a qualifying component. Language in TEC is permissive, i.e., the Commissioner may require training. Part of the language in TAC is mandatory, i.e., the commissioner shall require training activities to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure</p>	X		X

<p><i>TEC, §39.0304 (a), (b), (c); TAC, §101.3031 (a) (D)(ii); (c)</i></p>		<p>manner; received annual training in test security and test administration procedures.</p>			
<p><b>Bible Course Training</b></p> <p><i>TEC, §21.459 and TEC, §28.011 (f)</i></p>	<p>Teachers of elective Bible courses. A course under this section may only be taught by a teacher who holds a certificate that qualifies them to teach at the grade level at which the course is offered and has successfully completed the training outlined in TEC, §21.459.</p>	<p>The Commissioner shall make available training materials and other teacher training resources through access to in-service training.</p>			<p>X</p>
<p><b>Bleeding Control Stations</b></p> <p><i>TEC, §38.030(b)(3)</i></p>	<p>School district police officer commissioned under Section 37.001 or school security personnel, school resource officer, other district or school personnel who may be reasonably expected to use a bleeding control station.</p>	<p>Agency approved training on the use of a bleeding control station using nationally recognized evidence-based guidelines. Training may be online.</p>	<p>X</p>		
<p><b>Blood Borne Pathogen Control</b></p> <p><i>TAC, Title 25, Part 1, Chapter 96.201; Health &amp; Safety Code, Chapter 81.303(2)</i></p>	<p>All school personnel</p>	<p>Legislation passed in 1999 requires districts to develop a blood borne pathogen control exposure plan including awareness training in exposure control.</p>	<p>X</p>		
<p><b>Bilingual Education/ESL</b></p> <p><i>TAC, Title 19, §89.1245 (d)(e)(f)</i></p>	<p>Teachers of bilingual education and ESL programs that are not fully certified.</p>	<p>The Commissioner of Education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs. The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs.</p>		<p>X</p>	

<p>Cardiopulmonary Resuscitation</p> <p><i>TEC, §33.086</i></p>	<p>Head director of school marching band; head coach or chief sponsor of extracurricular athletic activity, including cheerleading.</p>	<p>Must maintain and submit proof of certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification.</p>	X		
<p>Civil Rights Training</p> <p><i>USDA, FNS Instruction Number 113-1, XI</i></p>	<p>Frontline food service staff and those that supervise frontline staff.</p>	<p>Civil rights training in compliance and complaints on an annual basis.</p>	X		
<p>Classroom Management</p> <p><i>TEC, §21.055(b),(d-1)</i></p>	<p>New employees receiving a school district teaching permit</p>	<p>Complete 20 hours of classroom management training and comply with continuing education requirements determined by the district board of trustees.</p>	X		
<p>Cybersecurity Training</p> <p><i>TEC, §11.175(g); Section 2054.5191, Government Code</i></p>	<p>Notwithstanding Section 2054.5191, Government Code, only the district's Cybersecurity Coordinator is required to complete the training under Section 2054.5191, Government Code on an annual basis. Other school employees required to complete the training shall do so as determined by the district.</p>	<p>Complete a cybersecurity training program certified under Section 2054.519, Government Code.</p>	X		
<p>Concussion Training</p> <p><i>TEC, §38.154 (b-1), (c)</i></p>	<p>Each member of the concussion oversight team. The school nurse may be a member of the concussion oversight team if requested by the school nurse. Athletic trainers must obtain continuing education training.</p>	<p>Training must be from an approved provider and must the evaluation, treatment, and oversight of concussions.</p>	X		

<p><b>Diabetes</b></p> <p><i>Texas Health and Safety Code, §168.005</i></p>	<p>School employees acting as unlicensed diabetes care assistants.</p>	<p>Provided before the beginning of the school year. If a school nurse is assigned to a campus, the school nurse shall coordinate the training of school employees acting as unlicensed diabetes care assistants.</p>	X		
<p><b>Disciplinary Procedures</b></p> <p><i>TEC, §37.0181 (a) (b)</i></p>	<p>Principal or other appropriate administrator who oversees student discipline</p>	<p>Training on the distinction between a discipline management technique under Section 37.002(a) and Section 37.002(b). Training must be received every three years. May be provided in coordination with ESCs through the use of distance learning.</p>	X		
<p><b>Dyslexia</b></p> <p><i>TAC, §74.28(d)(e)</i></p>	<p>Teachers who screen and treat students with dyslexia and related disorders. Classroom teachers and administrators of districts that are recipients of a grant under TEC, §29.027.</p>	<p>Training on instructional strategies described in the “Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders” Grant funds under TEC, §29.027 used to pay for training for classroom teachers and administrators in meeting the needs of students with dyslexia strategies or to intervention staff resulting in appropriate credentialing related to dyslexia.</p>	X		
<p><b>Texas English Language Proficiency Assessment System</b></p> <p><i>TEC, §29.056(b)</i></p> <p><i>TEC, §21.4571</i></p>	<p>Professionals or paraprofessionals who administer English language proficiency tests.</p>	<p>Training required by the test publisher The Commissioner may not require an employee to complete the training or online calibration activities that has previously successfully completed such training.</p>	X		
<p><b>Extracurricular Athletic Activity Training Program</b></p> <p><i>TEC, §33.202 and TAC, §76.1003</i></p>	<p>Coaches, trainers, sponsors of extracurricular athletic activities. Director of the marching band.</p>	<p>Emergency action planning, communicating with 9-1-1, recognizing symptoms of potentially catastrophic injuries.</p>	X		
<p><b>Food Allergy Training</b></p>	<p>Awareness training for all staff; comprehensive training for food allergy management team.</p>	<p>Training on anaphylaxis and emergency response to anaphylactic reactions. See <a href="https://www.dshs.texas.gov/schoolhealth/pdf/FoodAllergyGuide.pdf">https://www.dshs.texas.gov/schoolhealth/pdf/FoodAllergyGuide.pdf</a></p>	X		

<i>TEC, §38.0151; Commissioner of DSHS guidelines</i>					
Gifted/Talented  <i>TAC, §89.2</i>	Teachers that provide instruction and services that are part of the program for gifted/talented students. Administrators and counselors who have authority for program decisions.	Minimum of 30 hours. Must be completed within one semester. Minimum of six hours annually. Must include the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.	X		
Hazardous chemicals  <i>Texas Health and Safety Code, §502.009</i>	Employees who use or handle hazardous chemicals (including science lab teachers).	Must provide an education and training program with information on interpreting labels and SDSs, use of protective equipment, first aid.	X		
HIPAA  <i>Texas Health and Safety Code, §181.101</i>	Employees where information is necessary to carry out duties.	Training on state and federal law concerning protected health information. Completed not later than the 90 <sup>th</sup> day after the employee is hired.	X		
Illegal Steroid Use  <i>TEC, §33.091 (c-1)</i>	Each district employee who serves as an athletic coach at or above the 7 <sup>th</sup> grade for an extracurricular athletic activity.	Health effects of steroid use.	X		
Implementing an Aligned Curriculum  <i>TEC, §21.4514 (b)</i>	Public school teachers and administrators	Training relating to implementing curriculum and instruction that is aligned with the foundation curriculum and standards and expectations for college readiness.			X
Instruction of Students with Disabilities	Educators who work primarily outside of special education and do not possess the knowledge and skills necessary to implement IEPs.	Training that is evidence based as defined by Section 8101 Every Child Succeeds Act.	X		

TEC, §21.451 (d)(2)(a)(b); TEC, §21.054					
Investment Training  <i>Texas Government Code, §2256.008</i>	Chief financial officer and the investment officer. If the district does not participate in investment funds methods treasurer, CFO, or investment officers are excluded.	Attend one training session from an independent source approved by the governing body containing 10 hours of instruction within 12 months after assuming duties. Must receive at least 8 hours of training not less than once in a two-year period.	X		
Literacy Achievement Academies  <i>TEC, §21.4552</i>  <i>TEC §28.0062</i>	Teachers who provide reading instruction to students in any grade level.	The required trainings are different for teachers who provide reading instruction in K-3 than those in grade 4-5 and those in grades 6-8 and those that teach mathematics, science, or social studies. The training is required of teachers who provide instruction in reading, mathematics, science, or social studies at a campus that fails to satisfy any standard under Section 39.054(e) on the reading assessment instrument.	X		X
Mathematics Achievement Academies  <i>TEC, §21.4553</i>	Teachers who provide mathematics instruction to students in any grade level.	Training in effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions and mathematical instruction techniques that, through scientific testing, have been proven effective.			X
Mental Health Training  <i>TEC §22.904</i>	Any district employee who regularly interacts with students.	Evidence-based training that includes recognition and support of children who experience a mental health or substance use issue that may impose a threat to school safety.	X		
Mentor Training  <i>TEC, §21.458(b)(1)(2); TAC, §153.1011 (b)(1)(B) and (b)(3)</i>	Administrators and mentor teachers for classroom teachers with less than two years teaching experience	Research-based mentor and induction training program approved by the Commissioner. The mentoring program is optional; training is mandatory if the district assigns mentors. Administrators training in implementing the program.	X		X

<p><b>Migrant New Generation System (NGS)</b></p> <p><i>PL 107-110, Title I, Part C, Section 1304(a)(6)(B); Texas Manual for the Identification and Recruitment of Migrant Students</i></p>	<p>All personnel sharing responsibility for implementing NGS activities.</p>	<p>Before November 15.</p>	<p>X</p>		
<p><b>Migrant Identification and Recruitment (ID&amp;R)</b></p> <p><i>PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students</i></p>	<p>All recruiters and designated SEA reviewers for the Migrant Education Program.</p>	<p>Training and certification offered by the Regional Education Service Centers. Must be before October 15 or before recruitment efforts begin.</p>	<p>X</p>		
<p><b>Multi-hazard Emergency Operations Plan</b></p> <p><i>TEC, §37.108 (a)(1) and (c-2)(4)</i></p>	<p>School district employees including substitute teachers</p>	<p>Training in responding to an emergency. Document type of training, number of employees trained, and person conducting the training.</p>	<p>X</p>		
<p><b>Open-enrollment Charter Schools Board Members and Officers Training</b></p> <p><i>TEC §12.123</i></p>	<p>Members of the governing board of open-enrollment charter schools and officers of open-enrollment charter schools.</p>	<p>Training in basic school law including school finance; health and safety issues; requirements related to the use of public funds; and, other requirements related to the public such as open meetings.</p>	<p>X</p>		
<p><b>Open Records Requirements</b></p>	<p>Officer for public information.</p>	<p>Requirements of the law. Training not less than one hour and not more than two hours regarding responsibilities of the governmental body under this chapter.</p>	<p>X</p>		

Texas Government Code, §552.012					
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Training/Citation	Audience	Notes	M	E	O
P-TESS Orientation <i>TAC, §150.1025</i>	Principals new to district or that have never been appraised with the T-PESS	Prior to or in conjunction with the pre-evaluation conference. The training shall include all state and local appraisal policies.	X		
Positive Behavior Program <i>TEC, Title 2, Subtitle G, Chapter 37, Subchapter A, §37.0013</i>	All staff if the district adopts a positive behavior program.	Annually districts that develop and implement a positive behavior program as defined by TEC, §37.0013 may conduct training on the program adopted.			X
Positive and proactive behavior management <i>TAC, §103.1201 (3)(h)(2) and (3)(i)</i>	DAEP staff	Must target prevention and intervention and focus on positive and proactive behavior management strategies. Annual requirement. Procedures for reporting abuse, neglect, or exploitation of students.	X		
Reporting Child Abuse and Neglect/Sexual Abuse of Children/Sex Trafficking <i>TAC, §61.1051 (c) (d);</i>	Each year as part of new employee orientation.	Copies of Board Policy must be distributed at the beginning of each school year and must address methods for increasing teacher awareness of issues regarding sexual abuse of children, sex trafficking, and other maltreatment of children. Training must address how grief and trauma affect student learning and behavior.	X		

<p><i>TEC, §38.0041 (b) (1); §38.0041 (c) (1) (2); §38.030; §38.036</i></p>					
<p>School board member training and orientation</p> <p><i>TEC, §11.159; TAC, §61.1</i></p>	<p>Any interested person including current and prospective board members in. the orientation. Board members and superintendent in team building</p>	<p>Training by Regional Education Service Centers or any registered provider. Training includes orientation sessions, annual team-building session, at least 10 hours of continuing education in first year of service and at least 5 hours in subsequent years of service. Specific training requirements are found in TAC, §61.1 and TEC §11.159.</p>	X		
<p>School District Peace Officer Training Curriculum</p> <p><i>TEC, §37.0812</i></p> <p><i>Occupations Code, §1701.2515<del>262</del> and §1701.263</i></p>	<p>School district peace officers commissioned by a district or school resource officers that provide law enforcement in the district.</p>	<p>A district may not contract for the provision of active shooter response training unless the training provider is certified under Section 1701.2512, Occupation Code.</p>	X		
<p>School Readiness</p> <p><i>TAC, §102.1002(a)(10)(D)</i></p>	<p>Grantees of the Prekindergarten Early Start Grant Program</p>	<p>Joint professional development that focus on proven school readiness components.</p>			X
<p>Seizure Disorders</p> <p><i>TEC §38.033</i></p>	<p>School nurse or school district employee whose duties include regular contact with students.</p>	<p>A TEA approved online course of instruction regarding managing students with seizure disorders.</p>	X		
<p>Suicide Prevention and Bullying</p> <p><i>TEC, §38.351</i></p> <p><i>TEC, §21.451 (d)(3); (d-1); (d-2); (d-3)</i></p>	<p>All new district and open-enrollment charter school educators annually and to existing school district and open-enrollment charter school educators on a schedule adopted by the TEA by rule.</p>	<p>Suicide prevention training to be selected from a list of recommended best practice-based programs and research-based practices provided by the Department of State Health Services (DSHS) in coordination with the TEA.</p>	X		

<p>Superintendent Continuing Education</p> <p><i>TEC §21.054(h); Human Resources Code §42.002</i></p>	<p>Superintendents</p>	<p>2.5 hours every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.</p>	<p>X</p>		
<p>Teen Dating Violence</p> <p><i>TEC, §37.0831 (b) (2)</i></p>	<p>Teachers and administrators</p>	<p>School districts must adopt and implement a dating violence policy which must address “training for teachers and administrators.”</p>	<p>X</p>		
<p>T-TESS orientation</p> <p><i>TAC, §150.1006</i></p>	<p>Teachers new to the district or teachers who have never been appraised under the T-TESS</p>	<p>No later than the final day of the first three weeks of school and at least three weeks before the first observation.</p>	<p>X</p>		
<p>Use of an automated external defibrillator</p> <p><i>TEC, §22.902(a)(c)</i></p> <p><i>TEC, §21.4515</i></p> <p><i>Section 779.001, Health and Safety Code</i></p>	<p>District employees and volunteers. School nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, other school employee specified by the Commissioner and student athletic trainers must participate.</p>	<p>Must receive and maintain certification in the use of an automated external defibrillator. School districts to make training available to employees and volunteers.</p>	<p>X</p>		<p>X</p>
<p>Use of digital devices</p> <p><i>TEC, §38.0231 (a)(H)</i></p>	<p>Classroom teachers</p>	<p>Training regarding digital device use in the classroom to ensure implementation of the best practices.</p>			<p>X</p>
<p>Use of restraint</p> <p><i>TAC, §89.1053 (d)</i></p>	<p>School employees, volunteers, independent contractors.</p>	<p>A core team of personnel on each campus must be trained and must contain an administrator or designee. Personnel using restraint in an emergency must receive training within 30 school days after the use of restraint.</p>	<p>X</p>		

<p>Use of time-out <i>TAC, §89.1053 (h)</i></p>	<p>General or special education personnel who implement time-out based on requirements in a students' IEP</p>	<p>Within 30 school days of being assigned the responsibility of implementing time-out.</p>	<p>X</p>		
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**NOTES:**

1. TEC, Chapter 21, Section 21.451 outlines staff development requirements for school districts. Among those requirements are that the staff development must be designed to improve education in the district and must be predominantly campus-based and proactive instructional planning with inclusive and evidence-based practices. Several topics that may be a part of the district staff development offerings are listed. It also may include what is permissible under law including opinions of the United States Supreme Court regarding prayer in public schools. Those trainings listed in Section 21.451 that are mandatory are included in the chart above.
2. TEC, Chapter 11, Section 11.252 states that the district improvement plan must include provisions for “staff development for professional staff of the district” as a “strategy for improvement of student performance.”
3. TEC, Chapter 21, Section 21.054 outlines continuing education requirements for educators, including classroom teachers, principals, and counselors. Section 21.0541 allows an educator to receive continuing education credit for completion of a course on the use of an automated external defibrillator. The 2021 Legislative session deleted requirements regarding mental health issues including grief and trauma from the continuing education requirements, however, it was moved to TEC, Chapter 38, Section 38.036. The 2023 Legislative session changed the phrase “...not more than 25 percent...” to “...at least 25 percent...”
4. TEC, Chapter 38, Section 38.0041 (c) requires training in sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities as part of the new employee orientation.
5. TAC, Title 19, Part 2, Chapter 97, Subchapter EE, Division 1 describes the various trainings required of campuses/districts in need of improvement.
6. Many grants require grantees to participate in specified Professional Development activities.

# **APPENDIX B**

## Clearinghouse

**Continuing Education and Training Clearinghouse Purpose:** The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

**Professional Development Best Practices:** [Effective Schools Framework](#)

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
<p><b>1. Suicide Prevention</b></p>	<ul style="list-style-type: none"> <li>21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content</li> <li>21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers</li> <li>38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available)</li> <li>21.451(d-1)(2) states that the training may include two or more topics listed together</li> </ul>	<p><a href="#">Suicide Prevention, Intervention and Postvention</a></p>	<p>School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.</p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul> <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>
<p><b>2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution</b></p>	<ul style="list-style-type: none"> <li>21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content</li> <li>38.351 states that training programs are to be developed by the agency in coordination with</li> </ul>	<p><a href="#">Building Skills Related to Managing Emotions, Establishing and Maintaining</a></p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul> <p style="text-align: center;"><i>OR</i></p>

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	<p>the Health and Human Services Commission and Education Service Centers</p> <ul style="list-style-type: none"> <li>21.451(d-1)(2) states that the training may include two or more topics listed together</li> </ul>	<p><a href="#">Positive Relationships, and Responsible Decision-Making</a></p>		<ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>
<p><b>3. Preventing, identifying, responding to, and reporting incidents of bullying</b></p>	<ul style="list-style-type: none"> <li>21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content</li> <li>38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers</li> <li>21.451(d-1)(2) states that the training may include two or more topics listed together</li> </ul>	<p><a href="#">Positive Youth Development</a></p> <p><a href="#">Bullying and Cyberbullying</a></p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul> <p><i>OR</i></p> <ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>
<p><b>4. Safety training program</b></p>	<ul style="list-style-type: none"> <li>33.202(b) for the frequency and population and (c) for the certification of participants and the content.</li> <li>(a) requires the UIL to develop the program</li> </ul>	<p><a href="#">UIL Safety Training</a></p>	<p>Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.</p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul> <p><i>OR</i></p> <ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>
<p><b>5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other</b></p>	<ul style="list-style-type: none"> <li>38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content</li> <li>38.0041(a) requires each district and charter school to adopt a</li> </ul>	<p><a href="#">Human Trafficking</a></p>	<p>All employees</p> <p><b>Part of new employee orientation.</b></p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul>

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
<b>maltreatment of children</b>	<p>policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> <li>38.004 states that the agency shall develop and update a child abuse training program.</li> </ul>			<p><i>OR</i></p> <ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>
<b>6. Increasing awareness and implementation of trauma-informed care</b>	<ul style="list-style-type: none"> <li>38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population</li> <li>38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers</li> </ul>	<p><a href="#">Grief Informed and Trauma Informed Training</a></p>	<p>All staff in the school district.</p> <p><b>Part of new employee orientation.</b></p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul> <p><i>OR</i></p> <ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>
<b>7. Administration of an epinephrine auto-injector</b>	<ul style="list-style-type: none"> <li>38.210(b)(1) and (2) for program content and format and (3) for frequency.</li> <li>states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in</li> </ul>	<p><a href="#">Epinephrine Auto-Injector Training</a></p>	<p>School personnel and volunteers who are authorized and trained.</p>	<ul style="list-style-type: none"> <li><b>Job embedded or as part of a professional learning community</b></li> </ul> <p><i>OR</i></p> <ul style="list-style-type: none"> <li><b>*Annually</b></li> </ul>

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

**Clearinghouse section:**  
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see [Texas Constitutions and Statutes](#).

**Additional Resources:** [TASB School District Training Chart](#), [Texas School Mental Health Toolkit](#), [Texas Model for Comprehensive School Counseling, 5<sup>th</sup> edition](#), [Criteria for Success in Job Embedded Professional Development](#).

**Continuing Professional Education Requirements:** [Continuing Professional Education Information](#)

\*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

# APPENDIX C

## Summer 2024 Waiver Day Record for Teachers

Name: \_\_\_\_\_ Campus: \_\_\_\_\_

*Please do not turn this in or any of your certificates until you have done all 12 hours!*

**\*\*All paperwork due August 9th\*\***

Online ProDev (Required for all) available May 17th - Please complete all courses listed in your account - All teachers (12 hours)	Attach certificates	_____ hrs
GT Training Update (6 hrs Required for Core Teachers, 3 hrs Optional for Others) Date(s)Completed: _____	Attach certificates	_____ hrs
GT Training for New Teachers (30-hour requirement for core teachers)	Attach certificates	_____ hrs

Please List Other Trainings Below You Have Completed

Name of Training	Provider	Completion Date	Credit Hours

*\*Be sure to attach your certificates and/or sign-in sheets\* List on back if necessary*

Total Hours (12 or more) Completed \_\_\_\_\_

Your Signature \_\_\_\_\_

## Summer 2024 Waiver Day Record for Paraprofessionals/Other Employees

**\*\*\*Due Date: Waiver Days/Hours Completed by August 9th! \*\*\***

Name: \_\_\_\_\_ Campus: \_\_\_\_\_

- Please do not turn this in or any of your certificates until you have done all 12 hours!
- All dates should have a certificate attached for documentation!
- If working/training on campus, schedule a day with your supervisor. Clock in and note in the comments: "Waiver Day"

**All paperwork due August 9th**

Online ProDev (Required for all) <span style="background-color: #90EE90;">available May 17<sup>th</sup></span> - Please complete all courses listed in your account -All paraprofessionals (12 hours)	Attach certificates	_____ hrs
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Please List Other Trainings/Workdays Below You Have Completed

Name of Training/Dates of Workdays	Provider	Completion Date	Credit Hours

*\*Be sure to attach your certificates and/or sign-in sheets\* List on back if necessary*

Total Hours (12 or more) Completed \_\_\_\_\_ Your Signature \_\_\_\_\_

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Campus Principals	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals	The school will follow Board Policies: FFA and EHAA.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA (Legal)	Campus Principals	The school will follow Board Policies: FOCA.
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d) Board Policy BQA (Legal and Local)	Assistant Superintendent	The school will follow Board Policies: BQA

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>5. Dropout Prevention</b>	TEC 11.252  Board Policy BQA (Legal and Local)	Campus Principals	The school will follow Board Policies: BQA
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Assistant Superintendent	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Student Services Coordinator	The school will follow the Priority for Services Action Plan for Migrant Students.
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>	Board Policy FNE (Legal and Local)	Campus Principals	The school will follow Board policy FNE.
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:               <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> </ul> </li> </ul>	TEC 11.252(4)  TEC 11.252(3)(G)	School Counselor	District Improvement Plan Strategies

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensure the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Assistant Superintendent	District Improvement Plan Strategies
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)	Campus Principals	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)	Campus Principals	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Campus Principals	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)	Assistant Superintendent	The school will follow Board Policy DMA(Legal)
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	TEC 11.252(a)(3)(D)  TEC 28.001	Campus Principals	District Improvement Plan Strategies