

Red Lick ISD

District Improvement Plan

2025/2026



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Date Reviewed: 10/14/2025

Date Approved: 10/28/2025

Red Lick ISD

Board of Trustees

David Price- President

Nathan Thomas- Vice President

Emilee Kitchens- Secretary

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Red Lick ISD

Mission

The mission of the Red Lick Independent School District is to provide students with an enthusiastic learning experience that is exceptional; to anticipate and prepare for growth; to welcome parental and community involvement; to embrace the diversity of our students' learning abilities; to inspire optimism in all students so they may realize their full potential; to be proactive in providing teachers and students with current technology, training and support; and to be relentless in the pursuit of these principles for the benefit of our students.

Vision

The Red Lick Independent School District will prepare and empower students to succeed in a changing tomorrow.

Nondiscrimination Notice

Red Lick ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Red Lick ISD Site Base

Name	Position
Browning, Casey	Parent
Coleman, Kelley	Parent
Dennard, Brandon	Superintendent
DePriest, Tori	Middle School Counselor
Fowler, Zachary	Middle School Principal
Fricks, Erica	Elementary Teacher
Hadaway, Kelly	Elementary Teacher
Hall, Shawn	Athletic Director
Jackson, Amber	Elementary Principal
McMillon, Lacy	Central Office
O'Gorman, Michelle	Special Populations
Peek, Cody	Parent/Business
Rampy, Karen	Elementary Aide
Ross, Bobbie Nell	Parent
Schroeder, Chris	Parent
Stegall, Sherry	Community
Stroud, Amber	Elementary Counselor
Whitt, Shannan	Elementary Teacher

What makes a **Mustang**?

Problem-solver

- ◆ Address challenges
- ◆ Seek solutions
- ◆ Resolve issues

Collaborator

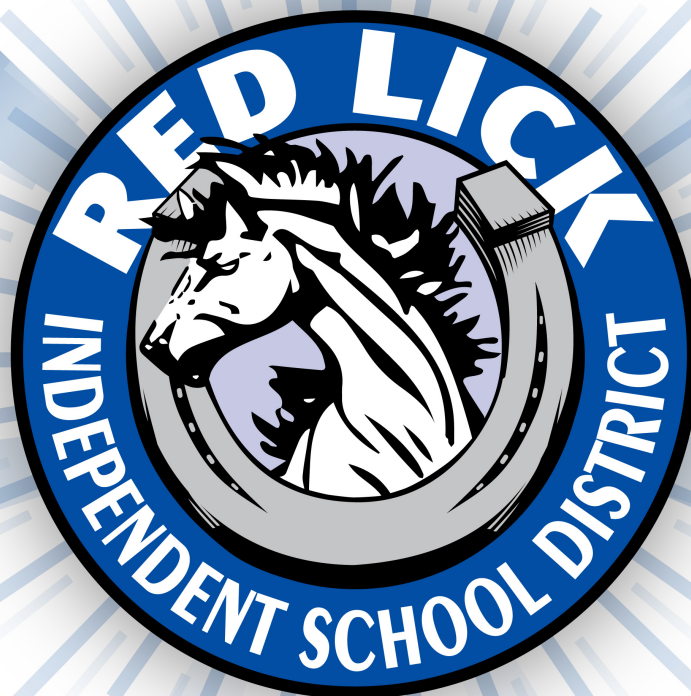
- ◆ Contributor
- ◆ Partnership
- ◆ Teamwork

Ethical

- ◆ Honest
- ◆ Principled
- ◆ Integrity

Empathetic

- ◆ Aware
- ◆ Listens
- ◆ Understands



Leader

- ◆ Clarity
- ◆ Confidence
- ◆ Mentor
- ◆ Role model

Independent Thinker

- ◆ Creative
- ◆ Entrepreneur
- ◆ Think from another Perspective

Motivated Learner

- ◆ Driven
- ◆ Energized
- ◆ Initiative
- ◆ Vision



#theHerd

2025-2026 RED LICK ISD COMPREHENSIVE NEEDS ASSESSMENT NARRATIVE

DEMOGRAPHICS

Red Lick ISD is in the Piney Woods of East Texas and is a K-8 district with two campuses: elementary and middle school. The district is starting to see a slight rebound in enrollment impact from COVID: (2019-2020 = 525, 2020-2021 = 503, 2021-2022=514, 2022-2023= 525, 2024-2025= 504, 2025-2026= 517). Demographics percentages for 2024-2025 were:

American Indian/Alaskan – 0.6%

Asian – 0%

Black/African American – 2.2%

Hispanic/Latino – 6.8%

White – 88.9%

Hawaiian/Pacific Island - 0%

Two or more races – 5.2%.

We ended 2024-2025 enrollment with 4.7% more females than males. 8.3% of our students are considered mobile, meaning that they are not continuously enrolled in our district throughout the year. Special education students represent 10.9% of our population. The economically disadvantaged percentage is 7.5%, and 15.8% of our students are identified as at-risk. We do not have any migrant students and currently two homeless students (middle school campus); the English as a Second Language student population is 1.2% and received sheltered instruction in the regular classroom. ESL students who exited the program at the end of the 22-23 school year have continued to be closely monitored and are performing successfully. Our gifted and talented percentage is 15%. These students were served through a pullout program in K- 5th grade while 6th – 8th grade GT students had a designated class with a specialized curriculum designed for GT students. According to the most recent Texas Academic Performance Report, an overall portrait of our teaching staff would be a white female with 11 to 20 years of experience. Our average number of students per teacher is 13 (pending update from Fall 2025 TAPR release).

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STRENGTHS: Experienced teachers are in place. Smaller class sizes have allowed for more frequent monitoring of student progress.

NEEDS: Our dyslexia student percentage is higher than the state average (D-13%, S-6%). Our low-economic students perform lower than our non-economic students.

CONCLUSIONS/PRIORITIES: A better implementation of our RTI process is needed in order to support our number of dyslexic students and a collaborative concerted effort to monitor students struggling and provide supports.

STUDENT ACHIEVEMENT

Student achievement data is derived from the Texas Academic Performance Report (TAPR), PEIMS, RDA and State Accountability. We utilize Progress Learning and grade level/subject level meetings to disaggregate our student achievement data by passing rates in subject and grade, by ethnicity, by economically disadvantaged, by at-risk and not at-risk, by special education, and by mastery levels. In a year-over-year comparison, overall student achievement data indicates a trend of slightly decreasing scores at the Masters level. All possible contributing factors (scope and sequence, effectiveness of tutoring, strategy classes, interventions, primary instruction, learning loss due to Covid-19 Pandemic, and rates of achievement across areas in the district) have been analyzed in conjunction with isolating instructionally weak areas. The achievement gap between our Whites and other sub-pops are not significant considering that our African American, Hispanic, and Two or More Races populations represent very small percentages of the student population of our district. The gaps between Economically Disadvantaged and non-economically disadvantaged students in all subjects was less than 20 points indicating the interventions currently in place are working and need to be continued. For at-risk students, the gaps between them and students not at-risk are much greater in **Social Studies (25 points)** and **Science (27 points)**. In response to these data, prescriptive one-on-one intervention and hands-on activity should continue to be in place for these struggling learners including accelerated instruction times, paraprofessionals, interventionists, and tutoring. Our Special Education population scores were lower overall than other sub-pops but were lowest in the areas of Social Studies and Science due to small numbers of students taking the test. We need to systematically utilize students' General Abilities scores to drive targeted planning practices. Our DAEP helps our students with emotional/behavioral issues to not suffer academically while out of the regular classroom. Also, extended-year programs for our students failing state assessments are needed for acceleration.

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Red Lick ISD did not receive Accountability Ratings for 2020 and 2021. Red Lick ISD has been rated as follows: 2022 "A" with a scaled score of 94, 2023 "B" with a scaled score of 88, 2024 "B" with a scaled score of 87, 2025 "A" with a scaled score of 91.

ELA/Reading Scores:

Approaches: 95%

Meets: 83%

Masters: 56%

Math:

Approaches: 89%

Meets: 66%

Masters: 32%

Science:

Approaches: 84%

Meets: 53%
Masters: 21%

Social Studies:
Approaches: 88%
Meets: 64%
Masters: 33%

Strengths: In the accountability rating system, our highest scoring domain is Student Achievement (92) and Closing the Gaps (90).

Needs: Closing the gaps between at-risk and non-at-risk students is still a concern. We need to continue our supports currently in place; interventionists, tutoring, accelerated instruction, summer school, and DAEP. Math instruction will be a specific subject of focus this year.

Conclusion: While all students receive enrichment/intervention daily, the at-risk students should be identified by the teachers and tracked throughout the year to ensure progress. This data-based approach should help to narrow these gaps as much as possible.

DISTRICT CULTURE AND CLIMATE

The vision, mission, goals, and belief statements of the district are focused on high expectations for everyone, and our students and staff are aligned with this concept. Our district is considered a very safe place to work.

From surveys conducted by campuses/district, parents and staff described our district as a welcoming place where students are treated with respect and feel safe for the most part.

Staff indicated that overall, they were very satisfied with their school leadership and overall climate, as well as with the district-level leadership. We have been gun-free for the last several years. However, despite our best efforts, continued school shootings have left our students and staff feeling somewhat vulnerable. Certainly, we need to be educating our students about anger management and conflict resolution. We have security in place, including our police force, as a deterrent for "would-be" offenders. We have counselors on both campuses. Attendance is at 96.15% as of the 2025 summer PEIMS collection. Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed. Overall, the community, students, and staff are proud stakeholders in our district, where pride runs deep.

STRENGTHS: Surveys indicate that our students, staff, and parents feel well-protected and safe on our campuses.

NEEDS: A continued focus will be on attendance and trying to achieve a 98% rating.

CONCLUSIONS: The district needs to maintain the police force and encourage attendance.

STAFF QUALITY, RECRUITMENT, AND RETENTION

During recent years we have had a high staff retention rate of around 87%. Our scores indicated that we have a hard-working, successful staff. Teachers overall score in the proficient range on their appraisals and are provided assistance with any areas needing improvement as well as feedback and coaching from campus principals. The staff attends high-quality professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. New teachers have a grade-level team or department team as mentors. New teachers are required to attend the New Teacher Institute at Region 8 for training and support.

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Strengths: Niche.com ranks Red Lick ISD the #5 “Districts with the Best Teachers in Texas.” It also ranks our district as a Top 5% “Best Places to Teach in Texas.” The average teacher experience is 16.3 years. We do have a pathway for our paraprofessionals to become certified teachers if interested.

Needs: The number of available substitute teachers is low making it difficult to maintain the level of instruction needed for our students to perform at their highest levels.

Conclusion: We need to keep recruitment and retention of effective teachers at the top of our priority list.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Staff and administrators were surveyed on professional development needs. This survey and our student achievement scores drive our professional development. Curriculum, special programs, subject area vertical alignment, discipline, safety, technology, and best practices are all part of our annual staff development training. We have implemented the Public School Works online professional development platform for all employees. In recent years, the district has made great strides in improving our instruction, thus improving our assessment results. In some areas, we have seen an increase in rigor and the quality of instruction on both campuses. Grades K-2 are in the process of implementing the new state-adopted Bluebonnet curriculum for both math and reading. To ensure effective implementation, we will work closely with Region Service Center staff and Bluebonnet specialists to provide targeted professional development, instructional support, and planning guidance for teachers. The district uses the Progress Learning platform to analyze benchmarks to form data-driven instruction. This information allows us to form intervention groups and meet student needs. We do have interventionists at both of our campuses. Throughout the year, benchmarks inform instruction and differentiation strategies. The monitoring process for the curriculum includes vertical and grade-level meetings by campus. Assessments are developed by the teams of subject area

teachers using STAAR-released tests. The results are disaggregated and analyzed to drive instruction. Benchmark assessment results have aligned well with state testing performance. We use the 3 Tier model of intervention with grades K-4. Students receive 90 minutes of uninterrupted instruction for math and reading. Tier 2 consists of students needing accelerated instruction for an extra 30- 40 minutes of instruction based on needs identified through Progress Learning, classroom grades, and STAAR results. Tier 3 includes students who are identified with a learning disability and instruction is given according to their IEPs. Students also use supplemental resources for acceleration in math and reading. Kindergarten – 4th grade use campus-created math curriculum that is prescribed to students by individual needs.

Strengths: All accelerated time is designed around data-driven identified student needs.

Needs: Barriers to an effective after-school tutorial program remain a concern.

Conclusion: At-risk students are the highest need group for intervention.

PARENT AND COMMUNITY ENGAGEMENT

Red Lick ISD continually has measures in place to promote parental engagement. Our district recognizes the link between campus and district success and a strong partnership with stakeholders. Red Lick ISD parents take advantage of many opportunities for involvement with the school district, and we are working to more effectively document and compile data to measure parental engagement. Each teacher is required to have a parent-teacher conference each year with all his/her students' parents. Parents and community members serve on decision-making committees that drive change in the district. Most of our parents attend "Meet the Teacher" Night in the fall and Open House in the Spring. Veterans Day programs are well-attended by local veterans and family members of performing students. We ask parents and community members to serve on our School Health Advisory Council (SHAC). Local businesses provide donations for district activities. The online gradebook keeps parents informed of their child's grades and attendance. The parent notification system, school website, and school social media accounts are also avenues for parents to receive needed information about school events. Our surveys from parents indicate that they feel a connection to the district and appreciate its work. As Red Lick ISD continues to grow and flourish, we will continue to make efforts to ensure that every parent feels welcome and connected to our schools. Each campus hosts an award ceremony at the end of the year for parents as well as kindergarten and 8th-grade completion ceremonies.

Strengths: Parental engagement is high throughout the district.

Needs: Attendance by parents and community members at committee meetings is average. Higher attendance is needed at parent workshops.

Conclusion: New and greater efforts need to be made to get business/community members involved as educational stakeholders for our district.

DISTRICT CONTEXT AND ORGANIZATION

Central office staff members accommodate the overall staffing and financial needs of the district as funds are available. Instructional supports, classroom facilities, materials, and technologies are in place. Schedules are designed around student needs and include small class sizes. Additional instructional time is offered for low-performing students. Several of our campus teachers serve on the district decision-making committee, and the district central office has an open-door policy concerning ideas and opinions. Teachers provide input on the types of assessments to be used and the calendar for benchmarking.

Strengths: The central office supports the campus needs. A new position (Chief Academic and Operations Officer) was added this year to better support district-level needs and support principals.

Needs: Structured time for central office personnel to better assist the principals in campus management would be helpful.

Conclusion: Priorities relating to the central office and its interactions with the campuses need to be established.

TECHNOLOGY

Our students as digital natives, or whatever term you choose to describe them, have grown up with unprecedented access to and appetite for technology.

More recently, they have enthusiastically embraced technologies that are on the leading edge of the technology wave. While certain terms used by them might be the common language of "Digital Natives," they are a foreign language to some staff who would be considered "Digital Immigrants."

Red Lick ISD has jumped headfirst into the world of these "Digital Natives." We have invested a lot of time, money, and energy into creating 21st Century classrooms for our students. We have classrooms using iPads, laptops/Chromebooks, interactive boards, and a variety of other instructional technologies to enhance student learning.

If we expect our students to be 21st-century learners and our teachers to be 21st-century teachers, then our resources, professional development, and goals need to be structured to meet the technology needs of our district.

For the most part, our staff has eagerly embraced new technologies and are working tirelessly to come up with new and innovative ways to improve their classroom instruction.

We are one-to-one in our district, and each classroom is equipped with a document camera and digital projector. We have upgraded each computer lab in our district multiple times. We also have portable laptop labs at the elementary campus.

Our network allows for instant access for instructional use but is also monitored for appropriate use. This is critical since a lot of our curriculum is technology-based.

Strengths: The one-to-one student-to-device ratio has helped to make technology integration successful.

Needs: Some of the technology is outdated or does not support the web-based curriculum.

Conclusion: Technology acquisitions need to be maintained as a regular item on the district/campus budgets. Grant funds should continue to be sought to alleviate the increasing technology demands.

Resources

Resource	Source
IDEA Special Education	Federal
SRSA Grant	Federal
Title I	Federal
Title IIA	Federal
Title III Bilingual / ESL	Federal
Title IV	Federal
Dyslexia	State
Early Education	State
Safety	State
Special Education	State
State Compensatory	State

Red Lick ISD

Goal 1. (STUDENT ACHIEVEMENT) Red Lick ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving a 95 rating in the state accountability system in the 2025-2026 school year.

Objective 1. (STUDENT ACADEMIC GROWTH) S2: All students who are tested in the state accountability system will show increased student achievement through growth or mastery with specific goals for third grade being literacy and math mastery of 95% or above for Meets Grade Level in 2026. HB3 Goal

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. S1: A comprehensive needs assessment will be conducted by the district 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. (Target Group: All)</p>	<p>Chief Academic and Operations Officer, Superintendent</p>	<p>May, September, February</p>	<p>(S)Local Funds</p>	<p>Criteria: Formative: CNA Narrative Summative: STAAR Results</p>
<p>2. F1c, F5, F9: For our two campuses, which are identified as Targeted Assistance campuses due to having student populations of less than 40% economically disadvantaged, the eligibility criterion for Title I services for grades 3 - 8 is currently defined as "not meeting or at-risk of not meeting the passing standard on state assessments." For grades K-2, the Title I eligibility criterion is "Still Developing on the TX-KEA/TPRI assessment." The campus will provide tutorials for these identified students through Title I services and after-school tutorials. (Title I TA: 2) (Target Group: AtRisk)</p>	<p>Chief Academic and Operations Officer, Counselor(s), Principal(s)</p>	<p>Each grading period</p>	<p>(S)Local Funds</p>	<p>Criteria: Formative: List of Title I Eligible Students Summative: STAAR results</p>
<p>3. F1b: Formative assessments will be given at the beginning of the year to determine students' current levels of understanding and which students may be at-risk for academic failure. Middle and end-of-year formative assessments will help determine overall growth. (Title I TA: 1) (Target Group: All)</p>	<p>Counselor(s), Principal(s)</p>	<p>August, January, May</p>	<p>(F)ESSER</p>	<p>Criteria: Formative: BOY and MOY results Summative: EOY results</p>
<p>4. F1b & S3: To address the needs of those at risk of not meeting the challenging State academic standards, interventionists will provide accelerated instruction for students assigned to Tier 2. (Title I TA: 1,3) (Target Group: AtRisk) (Strategic Priorities: 2)</p>	<p>Principal(s)</p>	<p>Each grading period</p>	<p>(F)Title I, (S)State Compensatory</p>	<p>Criteria: Formative: Benchmarks Summative: STAAR results</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. F1c & S1: After assessing the academic achievement for each student, each applicable grade level will use disaggregated STAAR data found in DMAC reports to identify students' individual needs by objectives. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal(s)	August	(S)Local Funds	Criteria: Formative: Disaggregated Student Reports Summative: STAAR Results
6. F1d: To ensure opportunities for all students to meet the challenging State academic standards, the principal will conduct regularly scheduled meetings, at least quarterly, with individual teachers to analyze student growth, grades, and assessment performance. (Title I TA: 2) (Target Group: All)	Principal(s)	Quarterly	(S)Local Funds	Criteria: Formative: Principal Meeting Logs Summative: STAAR Results
7. S10: The Master Schedule will provide for extended learning time during the school day so that identified at-risk students and targeted assistance students can receive accelerated instruction through tutors. These students will also be served through extended day tutoring, and, as needed, extended year services. (Title I TA: 1) (Target Group: AtRisk)	Counselor(s), Principal(s)	Each grading period, June	(F)ESSER, (S)Local Funds, (S)State Compensatory	Criteria: Formative: Tutoring logs Summative: STAAR Results
8. F1c: 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 and, where needed, supply personal care for students. (Title I TA: 3) (Target Group: AtRisk)	Principal(s)	Each grading period	(S)Local Funds, (S)State Compensatory	Criteria: Formative: Benchmark results Summative: STAAR results
9. F1d: Researched-based programs, curriculum, strategies, and materials to help all students meet the challenging State academic standards in all subjects will be provided. (Title I TA: 1) (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each grading period	(F)ESSER, (S)Local Funds	Criteria: Formative: Curriculum contracts, lesson plans Summative: STAAR results
10. The district will provide opportunities to extend learning beyond the classroom. (Target Group: All)	Counselor(s), Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Number of students participating in UIL events, Robotics, SEM, and

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Spelling Bee Summative: Student achievement in events outside of school time
11. The district will provide opportunities for students to learn a second language. (Target Group: All) (Strategic Priorities: 2)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Class Rosters Summative: Successful Completion of Course
12. STEM and/or STEAM principles will be incorporated into the classroom as the curriculum allows. The middle school will maintain an outdoor classroom for additional STEM/STEAM activities. (Target Group: All) (Strategic Priorities: 2)	Chief Academic and Operations Officer, Principal(s)	Each grading period	(F)ESSER, (S)Local Funds	Criteria: Formative: Lesson Plans Summative: STAAR results
13. F13b: To ensure that our students are equipped with 21st century research skills and to strengthen the reading programs at the campuses, fully equipped and fully staffed libraries will be in place. (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Circulation and library reports Summative: STAAR Results

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Objective 2. (SPECIAL PROGRAMS) S4: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S4 & F13a: Gifted and Talented Students will be identified and served through a diversified and creative program of instruction. (Title I TA: 2,4) (Target Group: GT)	Chief Academic and Operations Officer, Principal(s)	Each grading period	(S)Gifted and Talented	Criteria: Formative: GT student projects Summative: STAAR Results; parent program evaluation
2. S3 & S4: At-risk students will receive supplemental services through interventionists and a counselor at the elementary campus and through paraprofessional tutors and a counselor at the middle school campus. (Title I TA: 1,8) (Target Group: AtRisk)	Chief Academic and Operations Officer, Principal(s)	Each grading period	(F)Title I, (S)State Compensatory	Criteria: Formative: STAAR Benchmarks Summative: STAAR Results
3. S4: Using content-based instruction by certified ESL teachers, the ESL program will immerse students in the English language by use of materials and experiences, both oral and written. (Title I TA: 1) (Target Group: ESL,EB) (Strategic Priorities: 2)	Chief Academic and Operations Officer, Principal(s)	Each semester	(S)Bilingual/ESL, (S)Local Funds	Criteria: Formative: STAAR Benchmarks Summative: STAAR Results
4. S3 & S4 & F1c: To provide opportunities for all students to meet the challenging State academic standards, modified instruction, accommodations/accessibilities, tutorials, and intervention classes will be provided for special education students and other struggling students (including 504) in need of intervention. (Title I TA: 1) (Target Group: SPED,504)	Principal(s)	Each grading period	(F)IDEA Special Education, (S)Special Education	Criteria: Formative: Benchmarks Summative: STAAR results
5. F6: Homeless students will receive academic assistance, emotional assistance through counseling, and physical assistance through hygiene products, clothing, or other items. (Title I TA: 1) (Target Group: HS)	Counselor(s), Principal(s)	Each semester	(F)Title I, (S)State Compensatory	Criteria: Formative: Counselor logs Summative: STAAR results
6. S4: The Dyslexia Program will include instruction for students using the Scottish Rite program, and Dyslexia training for parents to provide resources and program information to	Chief Academic and Operations Officer, Dyslexia specialist, Principal(s)	Each semester	(S)Dyslexia, (S)Local Funds	Criteria: Formative: Progress Reports; report cards Summative: STAAR results

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- Objective 2.** (SPECIAL PROGRAMS) S4: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
support academic achievement. (Title I TA: 1) (Target Group: Dys)				
7. S8 & S5: All teachers will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically Disadvantaged student and students at-risk of dropping out of school, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center. (Title I TA: 6) (Target Group: ECD,AtRisk) (Strategic Priorities: 1)	Chief Academic and Operations Officer, Principal(s)	Each year	(S)Local Funds	Criteria: Formative: PD Certificates Summative: Dropout Records; STAAR Results
8. F10: To provide effective transitions for students from the middle school to area high schools, the following services will be provided to eighth graders: orientation, high school course selection assistance, career counseling, and financial aid information. (Title I TA: 1) (Target Group: 8th)	Principal(s)	Second Semester	(S)Local Funds	Criteria: Formative: Orientation agenda, counselor presentations Summative: Completed Student Schedules
9. S9: To promote awareness of post-secondary career opportunities and provide experiential learning, CTE classes will be offered at the Middle School. (Title I TA: 2) (Target Group: CTE)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)CTE, (S)Local Funds	Criteria: Formative: Master Schedule Summative: Number of students successfully completing CTE courses
10. F1a: 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. (Title I TA: 1) (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Master Schedule, Lesson Plans Summative: STAAR Results
11. F1a: A school health and wellness	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Master

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Objective 2. (SPECIAL PROGRAMS) S4: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
program for students including opportunities for physical activity, counseling, and nutrition services will be maintained to assist in providing a well-rounded program of instruction. (Title I TA: 1) (Target Group: All)				schedule Summative: STAAR Results

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Objective 3. (APPROPRIATELY CERTIFIED AND TRAINED STAFF) 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will actively seek and hire appropriately certified teachers and paraprofessionals by posting job openings on Red Lick ISD website, Region 8 website, and on all campuses. Retention efforts will include a quality work environment, retention stipends, administrative support, and ample professional development opportunities. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Job Postings Summative: Staff Records
2. All paraprofessionals will receive training to obtain and/or maintain Highly Qualified status. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2)	Principal(s)	Each year	(S)Local Funds, (S)Special Education, (S)State Compensatory	Criteria: Formative: HQ paraprofessional completed forms Summative: Staff records
3. S8: All teachers will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically Disadvantaged students, through staff development, including the State Reading Academies, in all academic areas. Services are contracted through Region VIII Service Center. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Early Education, (S)Local Funds	Criteria: Formative: Attendance record for Staff Development, Certificates issued by ESC Summative: Lesson Plans demonstrating up-to-date techniques
4. S8: GT training for all teachers will be provided through the district GT coordinator, dyslexia training will be through Region 8 online modules and an onsite dyslexia therapist, and 504 and ESL training will be onsite and/or through Region 8. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: PD certificates Summative: Student academic growth
5. S7 & F11: Training/information on the discipline management plan, Student Code of Conduct, crisis management, homework/reteaching policies, STAAR instructional strategies, curriculum alignment,	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: PD records Summative: Effective instruction and classroom management as notated in T-TESS evaluations

Red Lick ISD

Goal 1. (STUDENT ACHIEVEMENT) Red Lick ISD will provide a well-rounded instructional program to increase student achievement with a goal of receiving a 95 rating in the state accountability system in the 2025-2026 school year.

Objective 3. (APPROPRIATELY CERTIFIED AND TRAINED STAFF) 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
grading policies, and EDGAR will be provided. (Title I TA: 6) (Target Group: All)				
6. S8: Teachers will receive appropriate T-TESS training, and T-TESS evaluation results for each individual teacher will be used to determine instructional area(s) of need. (Title I TA: 6) (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Training session certificate Summative: T-TESS evaluation results
7. Mentoring for first-year teachers through Region 8's New Teacher Orientation Program will be provided. (Target Group: All) (Strategic Priorities: 1)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Mentoring session logs Summative: Teacher Retention rate
8. F2: The district has only four teachers per grade level on the elementary campus and per subject area on the middle school campus. 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). (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Yearly	(S)Local Funds	Criteria: Formative: Teacher Records Summative: Teacher Certification Report

Red Lick ISD

Goal 2. (ATTENDANCE) Red Lick ISD Student Attendance will be maintained at 98% or above.

Objective 1. (COORDINATED EFFORTS) Through the coordinated efforts of school staff and parents, Red Lick ISD will maintain a 98% attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will recognize students who have perfect attendance (100%) at the end of each grading cycle and for the year. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 2)	Principal(s)	Each grading period	(S)Local Funds	Criteria: Formative: Award assemblies Summative: Yearly attendance reports
2. Middle School students will participate in "Club" Fridays during a time built into their schedules called Advisory Period to encourage students to want to attend school. (Target Group: All)	Counselor(s), Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: "Club" Friday sessions Summative: Participation rates of students in clubs and organizations

Red Lick ISD

Goal 2. (ATTENDANCE) Red Lick ISD Student Attendance will be maintained at 98% or above.

Objective 2. (STAFF COMMITMENT) On every school day, attendance will be monitored by teachers and administrators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The parent will be contacted through a phone call, written communication, or other available means when absences become an issue. (Title I TA: 2) (Target Group: All)	Principal(s)	Each grade period	(S)Local Funds	Criteria: Formative: Call log Summative: Yearly attendance reports
2. To maintain accuracy, online attendance will be tracked through Ascender. (Title I TA: 1) (Target Group: All)	Principal(s)	Each grading period	(S)Local Funds	Criteria: Criteria: Formative: Ascender quarterly reports Summative: Annual attendance rate reports

Red Lick ISD

Goal 3. (SCHOOL CULTURE AND CLIMATE) Red Lick ISD will promote a safe and secure environment for all students and staff.

Objective 1. (DISCIPLINE) Red Lick ISD will maintain consistent discipline and be proactive in addressing negative student behaviors to decrease discipline referrals by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S8 & S4: Online staff development will be provided in the following areas: Bullying Prevention, Conflict Resolution, Sexual Harassment, Child Abuse in Texas, FERPA, Internet Safety, and Suicide Prevention. (Title I TA: 6) (Target Group: All)	Police Chief, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: PD Certificates in Public Works Summative: Discipline Reports
2. S7: Training will be provided for students concerning internet safety and social media appropriateness. (Target Group: All)	Counselor(s), Police Chief, Principal(s)	Each year	(S)Local Funds	Criteria: Formative: Training session documentation Summative: Discipline Reports
3. S4 & S11: To reduce the threat of student violence, bullying, verbal/sexual harassment, and suicide, a comprehensive school counseling program will be in place with a guidance plan (regularly updated) to teach conflict resolution, honesty, and concern for others. (Target Group: All)	Counselor(s), Principal(s)	Each semester	(F)ESSER, (S)Local Funds	Criteria: Criteria: Formative: Guidance Plan Summative: Discipline Reports
4. S5: For students removed from the classroom for severe disciplinary infractions, a disciplinary alternative education program (DAEP) will be provided. Students assigned to DAEP will continue to receive on-grade-level instruction. In-school suspension program (ISS) and lunch detention will be used as discipline interventions for less severe disciplinary infractions. (Target Group: AtRisk)	Principal(s), Superintendent	Each semester	(S)State Compensatory	Criteria: Formative: DAEP records Summative: Yearly Discipline Reports
5. S7, F11: 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, redirection, and de-escalation techniques. (Target Group: All)	Principal(s)	Each grading period	(S)Local Funds	Criteria: Formative: Number of Discipline Referrals Summative: Yearly Discipline Reports

Red Lick ISD

Goal 3. (SCHOOL CULTURE AND CLIMATE) Red Lick ISD will promote a safe and secure environment for all students and staff.

Objective 2. (HEALTH CARE) To ensure a healthful environment, wellness protocol will be in place for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A district full-time certified nurse will regularly administer health screenings for students and staff and provide first aid care when needed. (Target Group: All)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Health screening records Summative: Final Health and Wellness Reports
2. SHAC (School Health Advisory Council) and Concussion Team will provide recommendations for the promotion of health and safety policies and practices. (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Meeting agendas, minutes, sign-in sheets Summative: Health care policies
3. Online training relating to health care will be provided through Public School Works. (Target Group: All)	Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Inservice schedule Summative: PD Certificates
4. "Stop the Bleed" training will be provided to staff. (Target Group: All)	Nurse, Principal(s), Superintendent	August	(S)Local Funds	Criteria: Formative: PD certificates Summative: Health & Safety Reports
5. CPR and First Aid Training take place annually. (Target Group: All)	Nurse, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Review of last year's training Summative: Schedule for next year's training
6. S7 & S20: 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 mental health care. (Target Group: All)	Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Trauma policy, use of positive behavior interventions. PD certificates Summative: Staff, parent, student survey results

Red Lick ISD

Goal 3. (SCHOOL CULTURE AND CLIMATE) Red Lick ISD will promote a safe and secure environment for all students and staff.

Objective 3. (SAFETY) All staff and students will be informed of safety protocols within the District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In fall of 2025, an additional police officer will be hired by the district. (Target Group: All)	Police Chief, Principal(s), Superintendent	Fall 2025		Criteria: Officer is hired in fall of 2025
2. A District Police Chief will assist in the maintenance of a safe learning environment and will coordinate with state and federal agencies when necessary. (Title I TA: 8) (Target Group: All) (Strategic Priorities: 1)	Superintendent	Quarterly	(F)SRSA Grant, (F)Title IV, (S)Local Funds	Criteria: Criteria: Formative: Police Chief Contract Summative: Safety records
3. Monthly campus security audits and safety meetings to ensure the safety of staff and students will be conducted. (Target Group: All)	Police Chief, Superintendent	Monthly	(S)Local Funds	Criteria: Formative: State required spreadsheet of dates that the audits are conducted Summative: Safety record
4. The Emergency Operation Plan will include safety drills for Fire, Reverse Evacuation, Active Shooter, and Tornado (Bad Weather). (Target Group: All)	Principal(s), Superintendent	Quarterly	(S)Local Funds	Criteria: Formative: Record of Drills Summative: Safety Reports
5. "Securing the Campuses" training for staff will be conducted by the District Police Chief. (Target Group: All)	Police Chief, Superintendent	August	(S)Local Funds	Criteria: Formative: PD certificates Summative: Safety records
6. All district safety and emergency plans will be reviewed and updated, if necessary, each year. (Target Group: All)	Police Chief, Superintendent	July	(S)Local Funds	Criteria: Formative: Safety Manual Checklist results Summative: Safety records Updated plans
7. S4: Required by 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	Counselor(s), Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Training session on dating violence Summative: Record of offenses

Red Lick ISD

Goal 3. (SCHOOL CULTURE AND CLIMATE) Red Lick ISD will promote a safe and secure environment for all students and staff.

Objective 3. (SAFETY) All staff and students will be informed of safety protocols within the District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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. (Target Group: All)</p>				
<p>8. S4 & S19: Per HB 1041, Red Lick ISD will maintain a list of links on the district website that provide information regarding the prevention of child abuse and will have an annual staff development on the signs and reporting of suspected child abuse and the legal obligations of educators. The district will maintain policy addressing child abuse, sexual abuse, and other maltreatment of students in place. (Target Group: All)</p>	<p>Chief Academic and Operations Officer, Superintendent</p>	<p>Each year</p>	<p>(S)Local Funds</p>	<p>Criteria: Formative: Training session certificates; website postings Summative: Reduced number of incidents</p>
<p>9. S4 & S19: Students can report dating violence, bullying, sexual harassment and sexual violence through the anonymous online reporting system. These violent acts 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. (Target Group: All)</p>	<p>Superintendent</p>	<p>Each year</p>	<p>(S)Local Funds</p>	<p>Criteria: Formative: Website Posting Summative: Number of Website Hits</p>

Red Lick ISD

Goal 4. (TECHNOLOGY INTEGRATION) Red Lick ISD will provide 100% of its staff and students with access to technological tools and training that enhance instruction, improve student achievement, meet established educational goals, and provide for more efficient district processes.

Objective 1. (INFRASTRUCTURE) S6: Technology infrastructure, including devices, as identified in the needs assessments will be available for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S6: Technology infrastructure and devices to meet state requirements will be maintained, and purchases will be made when necessary. (Title I TA: 1) (Target Group: All)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Technology inventory Summative: STAAR results
2. S6: Technology devices for students (K-8th grades) will be available for checkout if needed to complete work away from school. (Title I TA: 1) (Target Group: All)	Principal(s)	Each grading period	(S)Local Funds	Criteria: Formative: Student report card grades Summative: STAAR results
3. S6: Robust, fast internet with more than adequate bandwidth will be in place as a foundation for online instruction and support services. (Target Group: All)	Superintendent	Each year	(S)Local Funds	Criteria: Formative: Technology ticket summary Summative: Final technology reports

Red Lick ISD

Goal 4. (TECHNOLOGY INTEGRATION) Red Lick ISD will provide 100% of its staff and students with access to technological tools and training that enhance instruction, improve student achievement, meet established educational goals, and provide for more efficient district processes.

Objective 2. (TECHNOLOGY STAFF DEVELOPMENT) Staff development to assist all instructional staff in the use of technology will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S6 & S8 Ongoing staff development for integrating technology into classroom instruction will be provided each year. (Title I TA: 6) (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Criteria: Formative - PD Certificates, Lesson Planning Summative - STAAR Results
2. S6 & S8: New teachers and interventionists will be trained on the use of online assessments and progress monitoring tools and to allow for more effective use of instructional time. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1)	Chief Academic and Operations Officer, Principal(s)	Each year	(S)Local Funds	Criteria: Formative: PD Training Records Summative: STAAR Results
3. S6 & S8: Technology training for each new software program implemented will be provided. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: PD Certificates, Lesson Plans Summative: STAAR Results

Red Lick ISD

Goal 4. (TECHNOLOGY INTEGRATION) Red Lick ISD will provide 100% of its staff and students with access to technological tools and training that enhance instruction, improve student achievement, meet established educational goals, and provide for more efficient district processes.

Objective 3. (INTEGRATION) Red Lick ISD will integrate technology into all areas of the organization.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S6: Students will be required to develop technology informational products, utilizing slide presentation software, spreadsheets, etc., which demonstrate higher level thinking skills. (Title I TA: 1) (Target Group: All)	Principal(s)	Each grading period	(S)Local Funds	Criteria: Formative: Informational Technology Presentation Summative: STAAR Results
2. S6: Interactive software programs that support reading, language arts, and math will be utilized in all educational settings. (Target Group: All)	Principal(s), Superintendent	Each semester	(F)ESSER, (S)Local Funds	Criteria: Formative: Software Program Reports Summative: STAAR Results
3. S6: Teacher lesson plans will incorporate technology resources. (Title I TA: 2,3) (Target Group: All)	Principal(s)	Each grading period	(S)Local Funds	Criteria: Formative: Teacher lesson plans Summative: STAAR results
4. S6: Technology TEKS in each subject area will be taught, and students will be evaluated on their subject area required technology skills. (Title I TA: 2) (Target Group: All)	Chief Academic and Operations Officer, Principal(s)	Each grading period	(S)Local Funds	Criteria: Formative: Lesson Plans; Student Evaluations Summative: STAAR Results

Red Lick ISD

Goal 5. (PARENT AND COMMUNITY ENGAGEMENT) Red Lick ISD will foster effective parent and family engagement by ensuring 100% of its parents are invited to be educational stakeholders in their child's learning and will create at least one new partnership each year to also foster community engagement.

Objective 1. (PARENT AND FAMILY) Red Lick ISD will ensure that 100% of parents receive communications from the school at least once per grading period and also ensure that 100% of parents are provided multiple opportunities to participate as educational stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. F7: Middle School students will assist with family events like the Fall Festival and the Christmas Tree Lighting. (Title I TA: 7) (Target Group: All,5th,6th,7th ,8th)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Student Activity Sheets, event sign-in sheets Summative: Extent of parent and family engagement
2. F7: Campus Counselors will host two parent workshops annually with a goal of at least 10% parent participation/attendance. (Title I TA: 7) (Target Group: All)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Parent Sign-In Sheets Summative: Percentage of Parents Participating
3. F7: Each Campus' Calendar of Events will be maintained on the district's website and social media. (Target Group: All)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Social Media Postings Summative: Extent of Parental Engagement
4. F7: Parents will be included as educational stakeholders through membership on the DOI committee, and their input will be used in district decision making. (Title I TA: 7) (Target Group: All)	Superintendent	Each year	(S)Local Funds	Criteria: Formative: DOI sign-in sheets Summative: Extent of Parent Engagement
5. F7: The district and campuses will send out school messages through Remind and the parent notification system (Thrillshare) to inform parents of emergencies, schedule changes, or other events/announcements. (Title I TA: 7) (Target Group: All)	Principal(s), Superintendent	Each grading period	(S)Local Funds	Criteria: Formative: Parent Notification Reports Summative: Extent of Parent Engagement
6. Parents will have online access to their child's grades and attendance through the Parent Portal. (Title I TA: 7) (Target Group: All)	Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Online gradebook reports Summative: Extent of Parent Engagement

Red Lick ISD

Goal 5. (PARENT AND COMMUNITY ENGAGEMENT) Red Lick ISD will foster effective parent and family engagement by ensuring 100% of its parents are invited to be educational stakeholders in their child's learning and will create at least one new partnership each year to also foster community engagement.

Objective 1. (PARENT AND FAMILY) Red Lick ISD will ensure that 100% of parents receive communications from the school at least once per grading period and also ensure that 100% of parents are provided multiple opportunities to participate as educational stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. The campuses will issue the Student Code of Conduct, Student Handbook, and all parent release forms in a timely manner (with written copies available upon request). (Title I TA: 7) (Target Group: All)	Chief Academic and Operations Officer, Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Parent Surveys Summative: Extent of Parent Engagement
8. S12, S13, & S14: To begin early in addressing the need for students to make informed curriculum choices and be prepared for success beyond high school, the district will make presentations to elementary and middle school students, parents, and staff concerning higher education sources of information on admission and financial aid opportunities (including the Toward Excellence Access and Success Grant Program and the Teach for Texas Grant Program). (Title I TA: 7) (Target Group: All)	Chief Academic and Operations Officer, Counselor(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Sign-in sheets for Presentations Summative: Parent, Student, and Staff Surveys
9. F7: Understanding that the current research on parental involvement indicates that predictors of higher 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 campuses. (Title I TA: 7)	Principal(s), Superintendent	Each year	(S)Local Funds	Criteria: Formative: Teacher and Principal Logs Summative: Parent Surveys

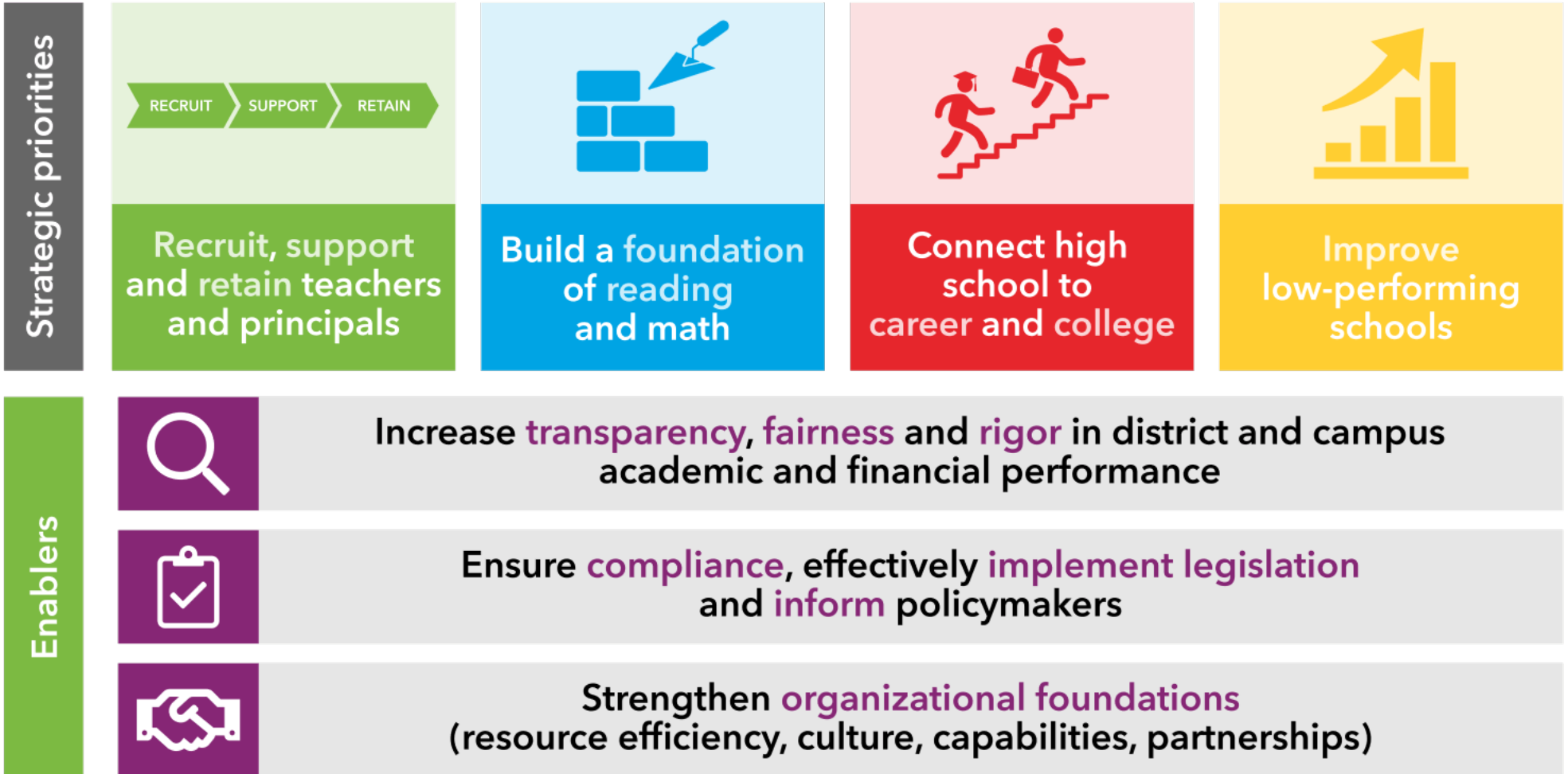
Red Lick ISD

Goal 5. (PARENT AND COMMUNITY ENGAGEMENT) Red Lick ISD will foster effective parent and family engagement by ensuring 100% of its parents are invited to be educational stakeholders in their child's learning and will create at least one new partnership each year to also foster community engagement.

Objective 2. (COMMUNITY) Red Lick ISD will increase community engagement (PFE Policy Requirement) by 10% from the previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Educational staff, parents, business persons, and community patrons will plan for the future of the Red Lick Independent School District through service on district decision-making and planning committees such as the DOI committee. (Target Group: All)	Chief Academic and Operations Officer, Superintendent	Each year	(S)Local Funds	Criteria: Formative: DOI Meeting Sign-In Sheets Summative: Extent of Community Engagement
2. Community members will be sought to serve as co-organizers of school events such as the Fall Festival. (Target Group: All)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Organizational Meeting sign-in sheets Summative: Extent of Community Engagement
3. The community will be invited to attend school fine arts performances and student project displays. (Target Group: All)	Principal(s), Superintendent	Each semester	(S)Local Funds	Criteria: Formative: Event Sign-In Sheets Summative: Extent of Community Engagement

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*



Red Lick Independent School District

***District of Innovation
Plan***

March 2017 - December 2021

Renewed

December 2021 – December 2026

INTRODUCTION

HB 1842 was passed during the 84th Texas legislative Session in Spring 2015, and provides Texas public school districts the opportunity to be designated as a District of Innovation. To access these flexibilities, a school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12A.

Districts of Innovation may be exempted from a number of state statutes and will have:

- Greater local control as the decision makers over the educational and instructional model for students;
- Increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- Empowerment to innovate and think differently

Districts are not exempt from statutes including curriculum and graduation requirements and academic and financial accountability.

PROCESS

On December 13, 2016 the Red Lick Independent School District's Board of Trustees initiated the process by passing a Resolution to Adopt a District of Innovation in order to support innovation and local initiatives to improve student learning.

The Board of Trustees conducted a public hearing the same evening of December 13, 2016 for public discussion on whether the District should develop a local innovation plan from the designation of the District as a District of Innovation. With there being no objection from the hearing, the Board of Trustees appointed the District of Innovation Planning Committee to discuss and draft this Local Innovation Plan. This committee represents various stakeholders across the district, including teachers, parents, campus administration, district administration and local business owners. The committee met initially January 2, 2017, to discuss and develop the plan. The Plan was finalized January 2, 2017.

The plan was posted on the District website January 3, 2017 before being presented to the District Advisory Committee, February 20, 2017 and to the Board of Trustees for final approval February 21st.

In January 2020, the District of Innovation Committee amended the plan to reflect a new waiver in regards to alternative health care options and added language to the waiver on transfers. The website was updated, TASB legal was notified, as well as the Commissioner of Education.

Renewal: On September 21, 2021, the DOIC met and voted to move forward with renewing the plan. The plan was posted on the website on September 27, 2021. On September 28, 2021 the Board of Trustees voted to move forward with renewing the plan. The Commissioner of Education was notified of the intent to renew on September 29, 2021. On October 26, 2021 the DOIC held a public meeting for the discussion and vote of the final version of the plan. Later that evening, the Board of Trustees voted to adopt the renewal of the District of



Innovation Plan. The next day, October 27, the district notified the Commissioner of Education of the adoption of the plan renewal.

On August 31, 2022, the DOIC met and voted to remove the waiver §22.004 Group Health Care Benefits For School Employees. This waiver was made obsolete by the 87th Legislative Session. However, the waiver could not be removed until this fall because outside health care benefits were being offered to district employees through the 2021-2022 school year. On September 27, 2022, the Red Lick Board of Trustees voted to accepted the District of Innovation Plan as presented. The plan was updated on the district website on September 28, 2022.

TERM

The District of Innovation Plan will become effective in March 2017 and will remain in effect for five years through December 2021, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The District of Innovation Committee will monitor the effectiveness of the Plan and recommend to the Board of Trustees any suggested modifications to the Plan.

Renewal: The District of Innovation Plan will become effective in December 2021 and will remain in effect for five years through December 2026, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The District of Innovation Committee will monitor the effectiveness of the Plan and recommend to the Board of Trustees any suggested modifications to the Plan.

TIMELINE

Timeline	Activity/Task
December 13, 2016	Board of Trustees passed Resolution to Initiate District of Innovation Plan
December 13, 2016	Board of Trustees held public hearing and appointed DOIC to draft Plan
January 2, 2017	Notified Commissioner of intent to submit plan to be designated as District of Innovation
January 2, 2017	DOIC met to develop plan and prepare for posting on district website
January 3, 2017	Posted District of Innovation Plan on RLISD website
February 13, 2017	District of Innovation Plan Committee voted on District Innovation Plan
February 13, 2017	District of Innovation Plan submitted to the Commissioner of Education
February 21, 2017	Board of Trustees voted on District of Innovation Plan



January 15, 2020	District of Innovation Plan Committee voted on amending District of Innovation Plan
January 21, 2020	Board of Trustees voted on amended District of Innovation Plan
January 22, 2020	Amended District of Innovation Plan is updated on website, sent to TASB legal, and the Commissioner of Education is notified of the amendment
2021	Process to Renew District of Innovation Plan
September 21, 2021	DOIC voted to move forward with renewing the District of Innovation Plan
September 27, 2021	Posted District of Innovation Plan on RLISD website (updated dates and committee members)
September 28, 2021	Board of Trustees voted to move forward with renewing the District of Innovation Plan
September 29, 2021	Notified Commissioner of intent to renew District of Innovation Plan
October 26, 2021	DOIC held a public meeting of the final version of the plan and approved to renew the plan
October 26, 2021	Board of Trustees voted to renew the District of Innovation Plan
October 27, 2021	Notified Commissioner of the Board of Trustees' adoption of renewed District of Innovation Plan
2022	Removal of Waiver
August 31, 2022	DOIC voted to remove waiver §22.004 Group Health Care Benefits For School Employees
September 27, 2022	Board of Trustees voted to accept the District of Innovation Plan as presented

ORIGINAL PLANNING COMMITTEE

First Name	Last Name	Member Category
Bob	Aikin	Business Member 1
Jay	Strickland	Business Member 2



Johnny	Ross	Parent 1
Nicole	Raley	Parent 2
Kelsey	Coleman	Community Person 1
Vicky	Boozer	Community Person 2
Heather	Barnett	Community Person 3
Jaclyn	West	District Level Professional
Jackie	Cope	Elementary Teacher 1
Brandy	Farrar	Elementary Teacher 2
Sheri	Green	Elementary Teacher 3
Doug	Parr	Secondary Teacher 1
Leigh Ann	Haley	Secondary Teacher 2
Shelley	Krobot	Secondary Teacher 3
Crystal	Roach	Non-Teacher / Counselor
Melissa	Whitecotton	Special Populations Teacher
Debbie	Cooper	Non-Teacher / Elementary Administrator
Jason	Dempsey	Non-Teacher / Secondary Administrator

EXEMPTIONS

§25.0811 Uniform School Start Date

A district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year- round system. A district may not receive a waiver for this requirement.

Proposed

This flexibility of start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and local community. It also offers the below opportunities.



*A minimum of two of the schools accepting 9th-12th graders from Red Lick ISD are becoming District of Innovation Schools. Being a District of Innovation school will allow the students to be on a common calendar with other districts in the area.

*An early start date permits students to have an additional week of instruction prior to state assessments.

*Creates flexibility for the District to pursue other calendar options for special populations (Cooperatives).

Local Guidelines

The district will determine, on an annual basis, when each school year will begin.

§25.112 Class Size and Notice of Class Size

Texas Education Code 25.112 limits the number of students in grades Kindergarten through 4th grade to 22. While the maximum number of students in K-4 classrooms may be addressed by a state waiver, the waivers must be applied for annually. Texas Education Code 25.113 requires districts to notify each parent in the class section that exceeds the 22:1 ratio, and inform them the waiver has been submitted.

Proposed

By seeking an exception from TEC 25.112, the District would have flexibility for all campuses and classrooms for the duration of the District of Innovation designation and would not be required to seek waivers annually. While the District intends to remain within the guidelines of the current education code as much as possible, the District seeks flexibility to provide the best learning environment for our K-4 students, including more flexibility when teaching, creative ways of delivering instruction, and ability to manage increases in class sizes. Research shows it is the teacher in the classroom that has the greatest impact on student learning and not the absolute class size. Small class sizes may have a positive effect in the classroom, but must be balanced with the timing of adding staff, the qualifications of staff available, the makeup and chemistry of the classroom and other classroom influences.

Local Guidelines

In the event a classroom exceeds the 22:1 ratio in grades K-4, the class sizes will be reviewed by appropriate district and campus administration. The Board of Trustees will be informed of K-4 classes that exceed 22:1. TEA waivers for class sizes exceeding 22 will not be required. An exemption from TEC 25.113 is also requested.



§25.036 Inter-district Transfers

Under TEC 25.036, a transfer is interpreted to be for a period of one school year.

Proposed

Red Lick ISD maintains a transfer policy under FDA (Local) requiring nonresident students wishing to transfer to file a transfer application each school year. In approving transfer requests, the availability of space and instructional staff, availability of programs and services, the student's disciplinary records, work habits, and attendance records are evaluated. Transfer students are expected to maintain academic performance approved by campus administration, follow the attendance requirements, and adhere to the rules/regulations of the District. TEC 25.036 has been interpreted to establish the acceptance of a transfer as a one-year commitment by the District. The District is seeking to eliminate the provision of a one-year commitment in accepting transfer applicants. On rare occasions, student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion. In addition, student attendance may fall below the TEA truancy standard, and/or their academic performance does not meet standard. In these rare cases, Red Lick ISD seeks exemption from the one-year transfer commitment.

Local Guidelines

While Red Lick ISD is very generous in accepting interdistrict transfers, nonresident students who have been accepted as an interdistrict transfer may have such transfer status revoked by the Superintendent at any time during the year if the student is assigned discipline consequences of suspension (in or out of school), placement in a disciplinary alternative program, or expulsion. In addition, students not meeting the State's 90% attendance standard or not meeting academic performance standards may also be subject to immediate revocation of the transfer status.

§21.002 Employment Contracts

Currently, experienced teachers new to the district have a probationary period that may not exceed one year if the person has been employed as a teacher in public education for at least five of the previous eight years.

Proposed

Under current guidelines, probationary periods for newly hired teachers and counselors who have been in public education for at least five of the previous eight years cannot exceed one year. This limited time period is insufficient in some cases to fully determine the staff member's effectiveness. Relief from Texas Education Code 21.102 will permit the district the option to issue a probationary contract for a period of up to two years for experienced teachers and counselors newly hired in Red Lick ISD.



Local Guidelines

At the time of contract recommendation consideration, newly hired teachers and counselors with the district, who have been employed in public education for at least five of the eight previous years and have completed their first probationary year with the district, may receive a probationary contract for the second year in order to continue to evaluate staff members effectiveness.

§21.003 Certification

TEC 21.003(a) states a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B. TEC21.057 requires districts to provide written notice to parents when an inappropriately certified or uncertified teacher is assigned to the same classroom for more than 30 consecutive instructional days during the same school year.

Proposed

In order to best serve Red Lick ISD students, decisions on certification will be handled locally. With the current teacher shortage, this exemption from teacher certification requirements will enable greater flexibility in staffing and will enrich applicant pools in specific areas of need. With the innovative ideas of increasing foreign language and coding at lower levels, the district's exemption from TEC 21.003 would allow the district to consider part time professionals to teach courses. Out of state certified teachers could be considered for positions upon a local review of experience, education and credentials. Often there are experienced certified teachers that could teach a course outside of their certification area due to their education, background and/or experience. Local decisions outside of state certification requirements would allow innovation and flexibility in scheduling to meet student needs.

Local Guidelines

- a) The campus principal may submit to the superintendent a request to allow a certified teacher to teach a subject and/or grade level out of their field. The principal must specify the reason for the request and document what credentials the certified teacher possesses qualifying this individual to teach the subject.
- b) The superintendent will approve or deny requests for local certification.

§11.253 Campus Planning and Site-Based Decision Making

Texas Education Code 11.253 requires the District to establish campus-level planning and decision-making committees as provided in by Sections 11.251(b)-(e).



Proposed

Red Lick ISD is a small town consisting of 1008 residents. The District has an enrollment of 499 students (K-8). Resources for persons serving as members of the District Planning Committee and the Campus Planning Committees are limited without asking the same people to serve on several. The campuses are located across the N FM 2148 and communication between the superintendent and principal of each campus occurs on a daily basis. The proposal to allow the Campus Planning Committee to become synonymous with the District Level Planning Committee to be known as the District of Innovation Committee with the same duties as required in law of the District Planning Committee. Red Lick ISD would be able develop a more cohesive plan that establishes continuity of programs and performance through grades K-8.

Local Guidelines

Red Lick ISD will use one committee, the District of Innovation Committee, to develop one plan for the District/Campus and integrate the District Plan of Innovation into the District/Campus Plan. Membership of the committee would consist of parent(s), community patron(s), business person(s) non-teaching professionals, and equal number of teachers from each campus.



**RED LICK
Independent
School District**



**2025-2026
Professional
Development
Plan**

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 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. Cross-curricular writing: ELAR teachers will provide guidance to other campus core content area teachers for development of cross-curricular writing activities.
2. Data disaggregation: Campuses will reinforce data disaggregation processes and training to establish more effective methodology for addressing student instructional strengths and weaknesses.
3. 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 Staff Equivalency Days

Each summer, employees (who are not 12-month employees) are allowed to complete professional development prior to the start of the school contract year. Employees are also to complete certain assigned online trainings (such as Bloodborne Pathogens, etc.) in Public School Works and other professional development as approved by the employee's supervisor. Employees will not receive a stipend for these days but will have the following staff equivalency days for the 2025-2026 school year:

- November 24-25
- March 16-17

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 the hours required including the online compliance courses to fulfill staff equivalency day requirements.

Once training has been completed, teachers/employees are responsible for submitting the Waiver Day Record sheet (Appendix C) to the Director of Curriculum or designee.

Teachers

District professional development for teachers will be aligned to the T-TESS domains and four areas of focus identified through the strategic planning process. These four focus areas include brain-based learning strategies, creativity, 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 _____ (dates), but some sessions may be scheduled at other times throughout the year. [Attach inservice schedule and schedules for other PD days]

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

Administrators

Administrators, including the superintendent, district administrator(s), directors, and campus principals 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/Bluebonnet Learning 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, Bowie County Shared Service Arrangement for Special Education, 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 Campus Improvement Plan and the work of department/grade level teams
3. Accountability Updates
4. Administrator Meetings
5. State and Federal 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.

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 campus principal or department director accordingly.

Substitute Teachers

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

**RED LICK ISD Professional Development
2025-2026:**

Date:	Training:	Audience:	Information/Topic:
7-29-25	New Staff Orientation	New PK-8 Teachers and Paraprofessionals/Other staff	District Policies and Procedures; Curriculum and Instruction
7-30-25	District Convocation/Campus Meetings	PK-8 Teachers, Paraprofessionals, Staff, Administrators/Directors	Resiliency; T-TESS; Accountability
7-31-25	Campus Technology Updates/Department planning	Campus Staff	Technology policies and procedures; software programs; TEKS Resource/Bluebonnet learning
8-1-25	Campus Health/Safety and Security updates	Campus Staff	Safety and Security
8-4-25	Campus Planning/Meet the Teacher	Campus Staff	Unit planning/Meet the Teacher

8-5-25	Teacher Workday	Campus Staff	Unit planning/First week preparations
11-24/11-25	Staff Equivalency Days	PK-8 Teachers, Paraprofessionals, Staff, Administrators/Directors	Region 8 Service Center relevant topics
1-5-26	Youth Mental Health Awareness/Campus Planning	District Staff	Mental Health Awareness/Unit planning
3-16/3-17	Staff Equivalency Days	PK-8 Teachers, Paraprofessionals, Staff, Administrators/Directors	Region 8 Service Center; Public School Works
5-18-26	Staff Development	District Staff	Region 8 Service Center; Region 8 Consultants; Public School Works; Unit planning
5-19-26	Staff Development	District Staff	Region 8 Service Center; Region 8 Consultants; Public School Works; Unit planning
5-20-26	Staff Development	District Staff	Region 8 Service Center; Region 8 Consultants; Public School Works; Unit planning
5-21-26	Staff Development	District Staff	Region 8 Service Center; Region 8 Consultants; Public School Works; Unit planning
5-22-26	Staff Development	District Staff	Region 8 Service Center; Region 8 Consultants; Public School Works; Unit planning

APPENDIX A

Trainings/Professional Development in Statute

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

Training/Citation	Audience	Notes	M	E	O
Administration of Epinephrine Auto-Injectors <i>TEC §38, Subchapter E, Section 38.210 (b)</i>	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	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.	X		
Administration of opioid antagonist <i>Subchapter E-1, TEC §38.222(c) and TEC §38.224(b)</i>	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.	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.	X		
Administrator appraiser training <i>TAC, Title 19, §150.1024 (b)</i> <i>TAC, Title 19, §150.1005 (c) (d)</i>	Administrators	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.	X		
Assessment instrument administration <i>TEC, §39.0304 (a), (b), (c); TAC, §101.3031 (a) (D)(ii); (c)</i>	School district employees involved in the administration of assessment instruments administered under Section 39.023.	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 manner; received annual training in test security and test administration procedures.	X		X
Bible Course Training <i>TEC, §21.459 and TEC, §28.011 (f)</i>	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.	The Commissioner shall make available training materials and other teacher training resources through access to in-service training.			X
Bleeding Control Stations <i>TEC, §38.030(b)(3)</i>	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.	Agency approved training on the use of a bleeding control station using nationally recognized evidence-based guidelines. Training may be online.	X		
Blood Borne Pathogen Control <i>TAC, Title 25, Part 1, Chapter 96.201; Health & Safety Code, Chapter 81.303(2)</i>	All school personnel	Legislation passed in 1999 requires districts to develop a blood borne pathogen control exposure plan including awareness training in exposure control.	X		
Bilingual Education/ESL <i>TAC, Title 19, §89.1245 (d)(e)(f)</i>	Teachers of bilingual education and ESL programs that are not fully certified.	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.		X	
Cardiopulmonary Resuscitation <i>TEC, §33.086</i>	Head director of school marching band; head coach or chief sponsor of extracurricular athletic activity, including cheerleading.	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.	X		
Civil Rights Training <i>USDA, FNS Instruction Number 113-1, XI</i>	Frontline food service staff and those that supervise frontline staff.	Civil rights training in compliance and complaints on an annual basis.	X		
Classroom Management <i>TEC, §21.055(b),(d-1)</i>	New employees receiving a school district teaching permit	Complete 20 hours of classroom management training and comply with continuing education requirements determined by the district board of trustees.	X		
Cybersecurity Training <i>TEC, §11.175(g); Section 2054.5191, Government Code</i>	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.	Complete a cybersecurity training program certified under Section 2054.519, Government Code.	X		
Concussion Training <i>TEC, §38.154 (b-1), (c)</i>	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.	Training must be from an approved provider and must the evaluation, treatment, and oversight of concussions.	X		
Diabetes <i>Texas Health and Safety Code, §168.005</i>	School employees acting as unlicensed diabetes care assistants.	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	X		

Disciplinary Procedures <i>TEC, §37.0181 (a) (b)</i>	Principal or other appropriate administrator who oversees student discipline	acting as unlicensed diabetes care assistants. 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.	X		
Dyslexia <i>TAC, §74.28(d)(e)</i>	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.	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.	X		
Texas English Language Proficiency Assessment System <i>TEC, §29.056(b)</i> <i>TEC, §21.4571</i>	Professionals or paraprofessionals who administer English language proficiency tests.	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.	X		
Extracurricular Athletic Activity Training Program <i>TEC, §33.202 and TAC, §76.1003</i>	Coaches, trainers, sponsors of extracurricular athletic activities. Director of the marching band.	Emergency action planning, communicating with 9-1-1, recognizing symptoms of potentially catastrophic injuries.	X		
Food Allergy Training <i>TEC, §38.0151; Commissioner of DSHS guidelines</i>	Awareness training for all staff; comprehensive training for food allergy management team.	Training on anaphylaxis and emergency response to anaphylactic reactions. See https://www.dshs.texas.gov/schoolhealth/pdf/FoodAllergyGuide.pdf	X		
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 th 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 th grade for an extracurricular athletic activity.	Health effects of steroid use.	X		
Implementing an Aligned Curriculum <i>TEC, §21.451+ (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 <i>TEC, §21.451 (d)(2)(a)(b); TEC, §21.054</i>	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		
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
Migrant New Generation System (NGS) <i>PL 107-110, Title I, Part C, Section 1304(a)(6)(B); Texas Manual for the Identification and Recruitment of Migrant Students</i>	All personnel sharing responsibility for implementing NGS activities.	Before November 15.	X		
Migrant Identification and Recruitment (ID&R) <i>PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students</i>	All recruiters and designated SEA reviewers for the Migrant Education Program.	Training and certification offered by the Regional Education Service Centers. Must be before October 15 or before recruitment efforts begin.	X		

Multi-hazard Emergency Operations Plan <i>TEC, §37.108 (a)(1) and (c-2)(4)</i>	School district employees including substitute teachers	Training in responding to an emergency. Document type of training, number of employees trained, and person conducting the training.	X		
Open-enrollment Charter Schools Board Members and Officers Training <i>TEC §12.123</i>	Members of the governing board of open-enrollment charter schools and officers of open-enrollment charter schools.	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.	X		
Open Records Requirements <i>Texas Government Code, §552.012</i>	Officer for public information.	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.	X		

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); TEC, §38.0041 (b) (1); §38.0041 (c) (1) (2); §38.030; §38.036</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		
School board member training and orientation <i>TEC, §11.159; TAC, §61.1</i>	Any interested person including current and prospective board members in the orientation. Board members and superintendent in team building	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.	X		
School District Peace Officer Training Curriculum <i>TEC, §37.0812 Occupations Code, §1701.251262 and §1701.263</i>	School district peace officers commissioned by a district or school resource officers that provide law enforcement in the district.	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.	X		
School Readiness <i>TAC, §102.1002(a)(10)(D)</i>	Grantees of the Prekindergarten Early Start Grant Program	Joint professional development that focus on proven school readiness components.			X
Seizure Disorders <i>TEC §38.033</i>	School nurse or school district employee whose duties include regular contact with students.	A TEA approved online course of instruction regarding managing students with seizure disorders.	X		
Suicide Prevention and Bullying <i>TEC, §38.351 TEC, §21.451 (d)(3); (d-1); (d-2); (d-3)</i>	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.	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.	X		
Superintendent Continuing Education <i>TEC §21.054(h); Human Resources Code §42.002</i>	Superintendents	2.5 hours every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.	X		
Teen Dating Violence <i>TEC, §37.0831 (b) (2)</i>	Teachers and administrators	School districts must adopt and implement a dating violence policy which must address "training for teachers and administrators."	X		
T-TESS orientation <i>TAC, §150.1006</i>	Teachers new to the district or teachers who have never been appraised under the T-TESS	No later than the final day of the first three weeks of school and at least three weeks before the first observation.	X		
Use of an automated external defibrillator <i>TEC, §22.902(a)(c) TEC, §21.4515 Section 779.001, Health and Safety Code</i>	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.	Must receive and maintain certification in the use of an automated external defibrillator. School districts to make training available to employees and volunteers.	X		X
Use of digital devices <i>TEC, §38.0231 (a)(H)</i>	Classroom teachers	Training regarding digital device use in the classroom to ensure implementation of the best practices.			X
Use of restraint <i>TAC, §89.1053 (d)</i>	School employees, volunteers, independent contractors.	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.	X		
Use of time-out <i>TAC, §89.1053 (h)</i>	General or special education personnel who implement time-out based on requirements in a students' IEP	Within 30 school days of being assigned the responsibility of implementing time-out.	X		

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>1. Suicide Prevention</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content • 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 • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) • 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Suicide Prevention, Intervention and Postvention</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"> • Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> • *Annually

<p>strategies for establishing and maintaining positive relationships among students, including conflict resolution</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with 	<p><u>Building Skills Related to Managing Emotions, Establishing and Maintaining</u></p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>OR</i></p>
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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"> 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Positive Relationships, and Responsible Decision-Making</p>		<ul style="list-style-type: none"> *Annually
<p>preventing, identifying, responding to, and reporting incidents of bullying</p>	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 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 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Positive Youth Development</p> <p>Bullying and Cyberbullying</p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually
<p>safety training program</p>	<ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program 	<p>UIL Safety Training</p>	<p>Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually

<p>Increasing awareness of issues regarding sexual abuse, sex trafficking, and other</p>	<ul style="list-style-type: none"> • 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a 	<p>Human Trafficking</p>	<p>All employees</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community
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<p>Topics Outlined in SB 1267</p>	<p>Statutory Provisions</p>	<p>Required Trainings with Embedded Best Practices</p>	<p>Required Personnel</p>	<p>Recommended Frequency</p>
<p>maltreatment of children</p>	<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"> • 38.004 states that the agency shall develop and update a child abuse training program. 			<p><i>OR</i></p> <ul style="list-style-type: none"> • *Annually
<p>Increasing awareness and implementation of trauma-informed care</p>	<ul style="list-style-type: none"> • 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 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 	<p>Grief Informed and Trauma Informed Training</p>	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> • *Annually

Administration of an epinephrine auto- injector	<ul style="list-style-type: none"> • 38.210(b)(1) and (2) for program content and format and (3) for frequency. • 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 	<u>Epinephrine Auto- Injector Training</u>	School personnel and volunteers who are authorized and trained.	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> • *Annually
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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, 5th 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 20__ Staff Equivalency Record for Teachers

Name: _____

Campus: _____

Please do not turn this in or any of your certificates until you have done all 18 hours!

All paperwork due August 2nd

Online ProDev (Required for all) available June 1st - Please complete all courses listed in your account - Returning employees- 3 hrs , NEW employees 5 hrs	No certificates required- Admin will print transcript*	____ 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 (18 or more) Completed _____

Your Signature _____

Summer 20__ Waiver Day Record for Paraprofessionals/Other Employees

*****Due Date: Waiver Days/Hours Completed by July 31 or your first paid day of the school year! *****

Name: _____ Campus: _____

- Please do not turn this in or any of your **certificates** until you have done all 18 hours!
 - All dates should have a certificate attached for documentation!
- If working/training on campus, schedule day with your supervisor. Clock in and note in the comments: "Waiver Day"

All paperwork due August 2nd

Online ProDev (Required for all) available June 1st - Please complete all courses listed in your account -Returning employees- 3 hrs , NEW employees 5 hrs	No certificates required- Admin will print transcript*	____ 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 (18 or more) Completed _____

Your Signature _____