



# DISTRICT & CAMPUS IMPROVEMENT PLAN TEMPLATE ALIGNED WITH ESSA

PROVIDED BY EDUCATION SERVICE CENTER, REGION 15

**INSTRUCTIONS:** Any red text indicates an area for the user to input relevant information. All red text should be edited, formatted to black text, and/or deleted.

## **TEMPLATE INCLUDES:**

- ☐ *\*Condensed\** Checklist of requirements for ESSA, Texas Education Code, State Compensatory Education  
For a *detailed* checklist, see CNA/DIP/CIP tab in the Region 15 ESSA LiveBinder, or access ESSA/TEC statute.  
*\*Note:* For single campus LEAs, be sure to include all District requirements, as well as all SW Campus requirements in your single improvement plan.
- ☐ District/Campus Plan Intro
  - Board Approval
  - Legal References/Mission Statement
  - District/Campus Improvement Planning Committee Roster
  - State Goals and Objectives
  - Texas Commissioner's Strategic Priorities
  - District ESSA Requirements (aside from those requirements embedded as activities in the plan)
  - Schoolwide ESSA Requirements (aside from those requirements embedded as activities in the plan)
  - State Compensatory Education
    - State/Local Criteria
    - Policies, FTEs, Entry/Exit Process
    - Statement regarding Title I Support
    - SCE Data
  - Federal, State, Local Funding Sources
    - List of funding sources and amount
    - Statement of Schoolwide Consolidation option
- ☐ CNA
  - Sign-in Sheet
  - Summary of CNA (two choices – delete the template(s) not chosen)
- ☐ Improvement Plan Goals, Objectives, Activities

## IMPROVEMENT PLAN CHECKLISTS - CONDENSED VERSION

ESSA REQUIREMENTS	
<b>DISTRICT PLANS</b>	
<b>Monitor student progress</b> [Sec 1112(b)(1)]	
<input type="checkbox"/> *Identify students at-risk of academic failure <input type="checkbox"/> *Additional academic assistance to students in need <input type="checkbox"/> *Strategies to strengthen academics and improve student learning <input type="checkbox"/> *Credit recovery opportunities <input type="checkbox"/> *Enrichment and advanced learning opportunities	
<b>Equity Plan</b> [Sec 1112(b)(2)]	
<b>Poverty Criteria</b> [Sec 1112(b)(4)]	
<b>Targeted &amp; Schoolwide Programs</b> [Sec 1112(b)(5)]	
<b>Homeless Students</b> [Sec 1112(b)(6)]	
<b>Parent &amp; Family Engagement</b> [Sec 1112(b)(7)]	
<b>Early Childhood Education</b> [Sec 1112(b)(8)]	<input type="checkbox"/>
<b>Transitions to High School &amp; Post-Secondary Educ.</b> [Sec 1112(b)(10)]	
<input type="checkbox"/> *Coordinate with higher ed, employers, local partners <input type="checkbox"/> *Dual/concurrent enrollment or career counseling	
<b>Discipline</b> [Sec 1112(b)(11)]	
<b>Coordination with Career/Technical Education</b> [Sec 1112(b)(12)]	
<input type="checkbox"/> *Experiential learning; promote in-demand occupational skills <input type="checkbox"/> *Work-based learning opportunities	
<b>Other</b> [Sec 1112(b)(13)]	

TEXAS EDUCATION CODE (TEC) REQUIREMENTS	
<b>DISTRICT PLANS</b> Developed, evaluated, and revised annually [TEC 11.252]	
<b>Purpose:</b> Improvement of student performance for all student groups [TEC 11.252]	
<b>Goals:</b> [TEC 11.251] At a minimum, support State goals and objectives under Chapter 4	
<b>Provisions for:</b> [TEC 11.252] (through lens of State Accountability System) Comprehensive Needs Assessment (not an inclusive list) <div><div><input type="checkbox"/> *At-Risk</div><div><input type="checkbox"/> Title I-A</div><div><input type="checkbox"/> Attendance</div><div><input type="checkbox"/> Bilingual/EL</div><div><input type="checkbox"/> Migrant</div><div><input type="checkbox"/> Graduation Rates</div><div><input type="checkbox"/> GT</div><div><input type="checkbox"/> Ethnicity</div><div><input type="checkbox"/> Staff</div><div><input type="checkbox"/> *CTE</div><div><input type="checkbox"/> Gender</div><div><input type="checkbox"/> Failure Rates</div><div><input type="checkbox"/> SpEd</div><div><input type="checkbox"/> *Eco. Dis.</div><div><input type="checkbox"/> Drop-out Rates</div></div> *Include Roster/Sign-in Sheets and summary from CNA	
<b>Measurable Objectives</b> [TEC 11.251] Board shall annually approve district/campus performance objectives	
<b>Objectives/Strategies that include:</b> [TEC 11.252] <div><div><input type="checkbox"/> Methods for addressing needs of all students</div><div><input type="checkbox"/> Career Education to assist students in career opportunities</div><div><input type="checkbox"/> Suicide prevention programs</div><div><input type="checkbox"/> Accelerated Instruction</div><div><input type="checkbox"/> Conflict resolutions</div><div><input type="checkbox"/> Strategies for MS, JH and HS about: Higher education admissions, Financial aid, Texas grant program, Teach for Texas program, Making curriculum choices to prepare students for success</div><div><input type="checkbox"/> Violence prevention programs</div><div><input type="checkbox"/> Dyslexia treatment programs</div><div><input type="checkbox"/> Dropout reduction</div><div><input type="checkbox"/> Integration of technology</div><div><input type="checkbox"/> Discipline Management</div><div><input type="checkbox"/> Staff Development for all staff</div></div>	

TEC REQUIREMENTS: DISTRICT PLANS, CON'T	TEC REQUIREMENTS: CAMPUS PLANS, CON'T						
<b>Resources Needed</b> (funding source) [TEC 11.252]	<b>Resources Needed</b> (funding source) [TEC 11.253]						
<b>Staff Responsible:</b> to ensure strategies are accomplished [TEC 11.252]	<b>Staff Responsible:</b> for accomplishing each strategy [TEC 11.253]						
<b>Timeline:</b> for monitoring activities [TEC 11.252]	<b>Timeline:</b> for reaching goals [TEC 11.253]						
<b>Formative Assessment:</b> to determine if strategies are working [TEC 11.252]	<b>Formative Assessment:</b> measure progress toward objectives [TEC 11.253]						
<b>Public Meeting:</b> Hold at least 1 public meeting on district performance and performance objectives [TEC 11.252]	<b>Public Meeting:</b> Hold at least 1 public meeting on campus performance and performance objectives [TEC 11.253]						
<b>Other:</b> [TEC 11.252] At least every 2 years the district shall evaluate the effectiveness of the committee, policies, and procedures, staff development	<b>Other:</b> [TEC 11.253] The campus committee must be involved in decisions for: <table border="0"> <tr> <td><input type="checkbox"/> Planning</td><td><input type="checkbox"/> Staffing Patterns</td></tr> <tr> <td><input type="checkbox"/> Budgeting</td><td><input type="checkbox"/> Staff Development</td></tr> <tr> <td><input type="checkbox"/> Curriculum</td><td><input type="checkbox"/> School Organization</td></tr> </table>	<input type="checkbox"/> Planning	<input type="checkbox"/> Staffing Patterns	<input type="checkbox"/> Budgeting	<input type="checkbox"/> Staff Development	<input type="checkbox"/> Curriculum	<input type="checkbox"/> School Organization
<input type="checkbox"/> Planning	<input type="checkbox"/> Staffing Patterns						
<input type="checkbox"/> Budgeting	<input type="checkbox"/> Staff Development						
<input type="checkbox"/> Curriculum	<input type="checkbox"/> School Organization						
	Campus committee must approve the campus staff development needs [TEC 11.253]						

STATE COMPENSATORY EDUCATION REQUIREMENTS [MODULE 9 OF FASRG]		
<b>Program Description:</b> Include in DIP/CIP *DIP/CIP is the primary record supporting SCE*	<b>Funds:</b> Total amount of SCE allocated for resources/staff	<b>Policies/Procedures:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ID At-Risk (State Criteria)</li> <li><input type="checkbox"/> ID At-Risk (Local Criteria)</li> <li><input type="checkbox"/> Entry Process</li> <li><input type="checkbox"/> Exit Process</li> <li><input type="checkbox"/> 110% Methodology</li> <li><input type="checkbox"/> Cost of regular program in relation to per pupil or instr staff per pupil ratio</li> </ul>
	<b>Amounts:</b> Approximate dollar amounts for activities/strategies	
<b>CNA:</b> Address SCE and identify strengths/weaknesses in plans	<b>FTEs:</b> Identify supplemental FTEs for personnel (district & campus)	
<b>Strategies:</b> Specific strategies aligned with CNA	<b>Measurable Objectives:</b> Identify performance objectives for academic improvement	<b>Formative &amp; Summative Evaluation</b> - Describe evaluation of strategies
	<b>Monitoring Timelines:</b> Specific schedule for data collection	<b>Annual Evaluation:</b> Compare at-risk to non at-risk (assessments/completion)

# Schleicher County ISD

## District Improvement Plan

### 2022-2023



# Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

# Vision and Mission Statement

## Schleicher County ISD – Vision Statement

**SCISD Graduates: Educated, Empowered, and Equipped** *for an ever-changing world.*

### Schleicher County ISD – Mission Statement

To attain this vision, the mission of SCISD is to provide all students with a meaningful and challenging education in a safe, supportive environment. As a team of educators, parents and community, we are dedicated to building a strong academic and personal foundation to ensure that each student has the opportunity to realize their full potential.

## District/Campus Improvement Planning and Decision Making Committee

Name	Position	Signature
Perry Graves	HS Principal	
Ezra Walling	MS Principal	
Michael Rudewick	ES Principal	
Jon Long	Athletic Director/Teacher	
Lindsey Caudle	Counselor/Teacher	
Luann Shipman	Librarian/Teacher	
Bridget Chancellor	ESL Teacher	
Courtney Arnold	Special Education Teacher	
Lyndi O'Neil	Counselor/Testing Coor	
William Robledo	Teacher	
Rosa Lozano	Paraprofessional	
Robert Gibson	Superintendent	
Connie Martinez	Community Member	
Joe McGee	Parent	
Laura Mendez	Parent	
Jim Roach	Business	
Sharon Spinks	District Staff/Teacher	



## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.  
**GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.  
**GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.  
**GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.  
**OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.  
**OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.  
**OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.  
**OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.  
**OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.  
**OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.  
**OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.  
**OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.  
**OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

## DISTRICT ESSA REQUIREMENTS

### **Equity Plan [ESSA Sec. 1112(b)(2)]:**

We continue to address this issue. Economically Disadvantaged students are not performing at the level of their Non-Economically Disadvantaged peers on state assessments. We have developed a three pronged approach to addressing this discrepancy in performance:

1. Improved intervention strategies and teaching methods for RTI. (Result: Increased EcoDis performance on STAAR)
2. Increase awareness of issues impacting students from poverty.
3. Increased parent education and engagement. (Improved EcoDis/EL student achievement and engagement.)

### **School Support & Improvement [Sec. 1112(b)(3)]:**

N/A

### **Poverty Criteria:**

SCISD identifies students of poverty to rank/serve Title I schools using free-reduced lunch eligibility.

### **Homeless Students:**

A district appointed liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless so that campuses and district are ready to provide needed services upon identification of a homeless student. Needed services include additional tutoring support, and access to on campus resource closet (clothing, toiletries, laundry) as well as “weekend bag” of food.

### **Early Childhood (Title I Expenditures):**

SCISD coordinates and integrates Title I services and funding to support a Head Start program along with Pre-K program. The program includes transition steps for students entering elementary school. Title 1 spending for early childhood is \$23,427.

### **Schoolwide Program (Title I):**

SCISD Campuses operate as Title I schoolwide programs. This designation is a comprehensive reform strategy designed to upgrade the entire educational program in Title I schools in order to improve the achievement of the lowest achieving students. SCISD consolidates Federal, State, and local education funds to better address the needs of students. Program includes paraprofessionals on each campus supporting classroom teachers, tutoring, RTI, and IEP needs. We maintain low class size numbers, and purchase needed supplies and resources to support academic growth such as RTI software programs, curriculum packages, and specific content resource needs.

**Targeted Participants** [Sec. 1112(b)(6)]:

N/A

**SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT**

☐ **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:

- Annual Title I meeting
- Flexible number of meetings
- Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- Provide Parents:
  - Timely notification about Title I programs
  - Description and explanation of curriculum and assessments used
  - Upon request, opportunities for regular meetings to participate in decisions related to child
  - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

☐ **School-Parent Compact** [ESSA Sec. 1116(d)]

- Describes school's responsibilities to provide effective learning environment
- Describes ways in which parents will be responsible for supporting student learning
- Addresses importance of communication
  - Parent-teacher conferences in elementary (annually, at a minimum)
  - Frequent reports to parents regarding student's progress
  - Reasonable access to staff, volunteer opportunities and observation of classroom activities
  - Ensure two-way, meaningful communication in language family understands (as practicable)

☐ **Build Capacity for Involvement** [ESSA Sec. 1116(e)]

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

☐ **Accessibility** [ESSA Sec. 1116(f)]

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

### STATE COMPENSATORY FUNDS:

The total amount of funds for the **2020-2021** school year allocated as SCE funds for the SCISD is **\$537,008.**

## State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: \_\_\_\_\_9\_\_\_\_\_

The process to identify students at-risk is:

*At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Each is then verified and then re-evaluated by District PEIMS Coordinator each six weeks.*

The process to exit students from the SCE program who no longer qualify is:

*At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Students meeting none of these criteria are exited, and then re-evaluated by District PEIMS Coordinator each six weeks.*

***At Schleicher County ISD, School State Compensatory Funds are used to support Title I initiatives.***

## State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Students At-Risk</b>	82.8	84	79	69.9	62	68	58	54	61	76	70	70	56	58	79
<b>Students Not At-Risk</b>	66	88	84	66	71	75	58	63	71	81	77	82	73	62	83

*\*No state testing data was available for 2020 as a state of emergency was declared due to COVID.*

	Drop Out Data		Completion Data	
	2019-2020	2019-2020	2020-2021	2020-2021
<b>Students At-Risk</b>	0%	0%	100%	100%
<b>Students Not At-Risk</b>	0%	0%	100%	100%

The comprehensive, intensive, accelerated instruction program at this district consists of before and after school tutorials for students at-risk and an additional tutorial/RTI period during the day on middle school and elementary campuses in order to provide additional remediation in math, language arts, science and history, and to allow time for counseling to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of this program, the committee finds that more targeted instruction with at-risk and special education students is appropriate.

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of **all students**.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Fund Source	Origin	Purpose	Entitlement
State Compensatory Education (SCE)	State	Enhance/improve the regular education program increasing academic achievement, thereby reducing the dropout rate of identified at -risk students. Supplements local funds	\$537,008
Title I, Part A (Fund 211)	Fed	Provide supplemental support to regular education programs to meet the needs of educationally/economically disadvantaged students	\$145,048
Title I, Part C Migrant (Fund 212) – SSA	Fed	The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children.	0
Title II, Part A (Fund 255)	Fed SCISD REAPS to Title 1	Provide supplemental support for teacher and principal recruitment and training	\$21,397
Title III English Language Acquisition SSA	Fed	Ensure that English language learners attain English language proficiency and meet state academic standards	0
Title IV Student Support & Academic Enrichment	Fed SCISD REAPS to Title 1	Provide programs to educate students against the use of alcohol, tobacco and illegal drugs/ Provide support to technology readiness shortfalls	\$10,839
IDEA - B (Fund 313)	Fed	Provide supplemental support to meet the needs of eligible students ages 6-21 with disabilities	0
IDEA -B Preschool (Fund 314)	Fed	Provide supplemental support to meet the needs of eligible students age 3 -5 with disabilities	0
Career and Technology	State	To prepare individuals for employment in current or emerging occupations requiring other than a baccalaureate or advanced degree	\$391,326
Special Education	State	Provide instruction and services to eligible students with disabilities under the IDEA – Part B and IDEA – Pre-school	\$304,570

Bilingual/ESL	State	Provide instruction and support for eligible Limited English Proficient students	\$25,278
SRSA	Fed	Provide rural LEA's with financial assistance to fund initiatives aimed at improving students' academic achievement	\$24,826

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of **all students**;

### Program/Funding Source

#### Federal Programs

- Title 1, Part A (Basic Program Operations)
- Title I, Part C (Migrant)
- Title II, Part A (TPTR)
- Title III (English Language Acquisition)
- Carl Perkins
- Title IV SSAE
- SRSA

#### State Programs/Funding Source

- Career/Technology Education
- State Compensatory Education
- Dyslexia
- Gifted/Talented
- Special Education
- Bilingual/ESL Program

#### Local Programs/Funding Source

- Grants

SCISD District Improvement Plan 2022-2023





### District/Campus Improvement - Decision Making Committee

Name	Position	Signature
Perry Graves	HS Principal	
Ezra Walling	MS Principal	<i>E. Walling</i>
Michael Rudewick	ES Principal	<i>Michael Rudewick</i>
Jon Long	Athletic Director/Teacher	
Lindsey Caudle	Counselor/Teacher	<i>Lindsey Caudle</i>
Luann Shipman	Librarian/Teacher	
Bridget Chancellor	ESL Teacher	
Courtney Arnold	Special Education Teacher	<i>Courtney Arnold</i>
Lyndi O'Neil	Counselor/Testing Coor	<i>Lyndi O'Neil</i>
William Robledo	Teacher	
Robert Gibson	Superintendent	<i>Robert Gibson</i>
Connie Martinez	Community Member	<i>Connie Martinez</i>
Joe McGee	Parent	
Laura Mendez	Parent	<i>Laura Mendez</i>
Jim Roach	Business	<i>Jim Roach</i>
Sharon Spinks	District Staff/Teacher	<i>Sharon Spinks</i>

*Rosa Lozano*

*Paraprofessional*

*Rosa Lozano*

## Comprehensive Needs Assessment Summary –

### Utilized Data Sources: These will automatically populate from your CNA worksheets

TAPR	SAT/ACT	0
Attendance/Drop Out Data	Staff Retention Rate - TAPR	T-TESS Data
Staff Experience - TAPR	0	PEIMS - Discipline Referrals
(T-TESS Classroom Management	0	PEIMS - Violence Referrals
TAPR	Dual Credit Report	Ap/Pre-Ap Enrollment and Testing
Grdauation Data	Parent-Teacher Conference data	Social media engagement
PTO Membership and activity	Website access data	Financial Audit
Transportation Inventory and Plan	Technology Inventory and Plan	Building assessment and recommendation (Elementary Campus)

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Overall Math and Science Performance	Literacy Skills/Reading and Writing focus	Close performance gap
	AP/Pre-AP Program	Reading/Writing across content	Reading and writing focus
	Overall Campus and District Accountability	Close performance gaps (EcoDis, ELL) - Watch	
Staff Quality	Highly qualified and dedicated staff	Professional development alignment	Professional development alignment
	Leadership and support	Ongoing learning within school year	Mentorship
	Small Class Size	Opportunities for conference attendance or	
	Opportunities for Conference Attendance	Improved mentorship and teacher collaboration	
	Grade Level Teacher Collaboration	Vertical Alignment	

<b>School Climate/ Safe &amp; Healthy Schools</b>	Low number of discipline referrals	Social/Emotional training for students (Character,	Parent/Student SEL Education
	High expectations of behavior	Consistent Classroom management basics	Staff Education
	High percentage of student involvement	Parent Education and Communication	
	Respectful environment	Staff Education regarding supporting	
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	Events to celebrate and inform (College/Career Fair, Decision Day, Military recruiters)	ACT/SAT Practice embedded in classes	Individualized graduation and post-graduation planning and support
	SAT/ACT/TSI Testing at School/Practice embedded in classes	Increased trips to college and technical school campuses	Awareness/Exposure at EES and EMS
	Dual credit tuition reimbursement/books	Life skills, Study skills	
	Number and variety of certifications available	Personal wellness and mental health	
	Taking students to campus visits	College Readiness Accountability Increase	
	Individualized graduation and post-graduation		
<b>Family and Community Involvement</b>	Increased modes of communication (website, social media)		Parent volunteer opportunities on campuses
	Translation Services	Consistency, timeliness, and accuracy of website/calendar information	Consistency, timeliness, and accuracy of communication
	Family involvement in school events	Continued community involvement of staff	
	Community financial support, sponsorship, in	Parent volunteer opportunities on	
		Cultivate relationships with businesses and	
<b>District/Campus Commitments</b>	Excellent Technology infrastructure and strategic	Facility upgrades (Elementary)	Facilities upgrades
	Transportation upgrades and strategic planning	Staff training in the use of technology in instruction and learning	Training of Staff in effective use of Technology
	Financial stability	Increased expectation of technology usage in	
	Taking Care of Students: Breakfast, resource	Increase technology related course options to	
	Community relationships, donations		

**Goal 1:** All students will attain maximum student achievement through relevant and rigorous instructional programs and will demonstrate exemplary performance in Reading, Writing, Math, Science, and Social Studies.

**Objective 1:** By May 2023, 85% of all students will meet established standards on the state assessment and each group will meet an increase of 5% in students who meet and master grade level.

**Summative Evaluation:** 85% of all students pass all portions of the state tests and meet ARD expectations.

Data 2018-2019	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	78	74	91		69			44			

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas.	Core subject teachers Principal	August 2021 Review every 6 weeks	Local	Master Schedule, BEST Schedules	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction (RTI, PrimeTime) in the core subject areas research based	Core subject teachers Principal Dir Academics	August 2021 Review every 6 weeks May 2023	Local	RTI team meeting agenda and notes	Improved performance on concept specific aligned assessment

strategies and data based decisions.					
Implement instructional strategies and practices to raise expectations for student achievement and higher order thinking.	Core subject teachers Principal Dir Academics	August 2022 - May 2023	Local	Lesson Plans	Increased numbers of students who Meet/Master Grade Level  Questioning evidenced by walkthrough documentation.
Give benchmark assessments two times per year to monitor student mastery of TEKS/SE	Principal, Instructional Staff Dir Academics	Nov 2022 Jan-Mar 2023	Local	Eduphoria Aware, Lesson Plans	Eduphoria Aware
Provide student access to supplemental programs which monitor and assess progress for	Principal, Instructional staff Dir Academics	August 2022 – May 2023 Reviewed every 6 weeks	Local	Lesson plans, Program reports	STAAR Interim Assessments Reports, Education Galaxy Reports, Renaissance Star, Edgenuity, Study Island Reports

TEKS Mastery and STAAR/EOC preparation					
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**Goal 2:** In SCISD, 100% of core academic classes will be taught by highly effective and appropriately certified teachers.

**Objective 1:** 100% of core academic classes will be taught by effective and appropriately certified teachers. The LEA will recruit and retain effective, certified staff.

**Summative Evaluation:** 100% of core academic classes will be taught by effective and appropriately certified teachers.

Data 2019-2020	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	98	98	100

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Retain certified staff by providing a portion of health benefits, continuing step increase for teachers up to 25 years, offering yearly stipends for advanced degrees.	District Office Staff	Fall 2022	Local	Pay checks, payroll records, TAPR Report, Benefits package,	Increased student performance on benchmarks, assessments, SAT/ACT/TSI/ASVAB and STAAR tests

Review schedules/student data to ensure that low income and minority students are not taught at higher rates by unqualified, out-of-field, or inexperienced teachers.	Principal, Human Resources Dept.	Review Aug 2022, Jan 2023	Local	Equity Report, AEIS	Low income and minority students are taught by HQ teachers
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Provide meaningful, scientific, research based professional development for all teachers and paraprofessionals	Principal Dir Academics	Aug 2022 In-Service, Staff Dev days, Ongoing	ESC 15, Local Funds, Title II Part A	PD Sign In sheets or PD hours  T-TESS Eval, Strive Eduphoria	Increased student performance on benchmarks, assessments, SAT/ACT/TSI/ASVAB and STAAR tests
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**Goal 3:** All students in SCISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May 2023 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 5 % as measured by PEIMS and number of discipline referrals.

**Objective 2:** Continually maintain safe classrooms and safety procedures for emergency situations

**Evaluation:** There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2018-2019	All Students
Discipline/Incidents	8

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Conduct assembly/training with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence,	Principal Counselor	September 2022	TABC Local Law Enforcement Regional agencies, Counselor	Scheduling, email communication with presenters	Reduction in PEIMS and discipline referrals

harassment, alcohol and drug use.					
Maintain a discipline tracking system to review trends in all accountability subgroups, identifying any increases or high incidences to expand disciplinary options. Minimize discipline options that remove students from class by having behavioral response protocols.	Principal, PEIMS Coordinator	Aug 2022 – May 2023 Review each semester	Local	Discipline logs	Discipline Log, PEIMS Data

Update and distribute current safety procedures in	Principal	Aug 2022- Sept 2023	Local	Classrooms	Yearly Inspection
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classrooms and conduct safety drills as required.					
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**Goal 4: All students in SCISD will graduate from high school and will be College and Career ready.**

**Objective 1:** By May 2023, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 100%.

**Objective 2:** All SCISD students will graduate College and Career ready

**Summative Evaluation:** Dropout rate of less than 1% and a completion rate of 90%.

Data 2021-2022	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	100	100	100	100	100	100	100	100	100	100	100

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	Principal  Designated teachers  Counselor  Dir Academics	August 2022 Review semester May 2023	Local Funds, SCE	Transcripts, Program Reports	Successful completion of course work to recover credits

Provide STAAR remediation during summer for At-Risk students who failed the state assessment	Principal, Summer School staff	June-July	Local funds, SCE, Title IA	Summer school rosters, transcripts	STAAR Results
Maintain robust CTE, AP/Honors, and Dual Credit course opportunities, and college/career counseling program	Principals, CTE/AP/Honors teachers, Counselor Dir Academics	August 2022 Ongoing May 2023	Local Funds, CTE State Funds, Perkins	Course catalog, Student engagement surveys, CTE enrollment	Graduate postsecondary success, certifications earned, AP Tests scores, NCRC
SCISD will coordinate with institutions of higher education, employers, and other local partners to facilitate effective transitions of students to postsecondary opportunities.	Principals Counselor Dir Academics	August 2022 Ongoing May 2023	Local	Partnership documents, communication, calendar, meeting agendas, grant data	Graduate postsecondary success, certifications earned, AP Tests scores, NCRC, CCMR points earned
Facilitate transition from middle to high school and high school to post-secondary. With EMS Careers class	Principals Counselor Dir Academics Career teacher	August 2022 Ongoing May 2023	Local	Calendar, Course catalog/Master Schedule, Community promotion of counselor events	Student schedules and high school planning, Post-secondary readiness, CCMR points

involvement in career review and coordinating with EHS counselor. EHS students have individualized counselor support throughout transition to post-secondary options.					
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**Goal 5: Parents and Community will be partners in the education of students in SCISD.**

**Objective 1:** By May 2023, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Summative Evaluation:** School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Local Funds, State, SCE, Title</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Provide State assessment results to parents in a language they can understand	Principal, Teachers	Within 10 days of receipt of reports	Reports from testing company.	Copies of materials presented to parents	Parents receive reports of assessment results
Provide two "Parent Conference Days" within the SCISD School Calendar for mandatory teacher/parent conferences for all parents to attend.	Counselors, Principals, Superintendent	October 2022	Title 1 State and local funds PTA funds Parent Liaison Web based resources Community agencies	School Calendar, Campus Schedules, Parent Sign-in sheets from teachers	Sign-in sheets for each teacher's class listing parents who attended the conferences

Host “Meet the Teacher”/Orientation night for parents	Principals, Teachers, Counselor	August 2022	Local funds	Newspaper/Social Media, Parent sign-in sheets	Feedback from attendees, teachers, and students
Host award assemblies celebrating student achievement, inviting parents and community	Principals, Counselor, Teachers	September 2022-May 2023	Local Funds	Calendar, Newspaper articles,	Parent and Community Survey
District and Campuses will provide ongoing information via website and social media.	Principals, District Coordinator, Technology Director Dir Academics	Ongoing	Local Funds	Website and Social Media	Parent and Community Survey



**Goal 6: SCISD will incorporate appropriate technology to maximize learning, prepare students for 21<sup>st</sup> century careers, and provide teachers with tools for professional management.**

**Objective 1:** By 2023, 100% of all teachers and students, including special education and students at-risk, have access to and training in technology tools necessary for 21<sup>st</sup> century teaching and learning.

**Summative Evaluation:** SCISD inventory records indicate that teachers have computer(s), mobile devices, and projection options. Students have available computer access in classes and BYOD options, professional development sign-in sheets, course options and lesson plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
Integrate technology to improve academic performance and technology experience of all students.	Principals, Dir Academics, Teachers	Ongoing Aug-May	Local Funds, SCE Funds	Lesson Plans, Program Reports, Computer Labs schedules	8 <sup>th</sup> Grade Tech Literacy Test results, CTE Technical course participation, Classroom products involving technology
Provide technical and pedagogical training for teachers in the use of technology in	Principals, Dir Academics	Ongoing Aug-May	Local Funds, SCE Funds, ESC 15	Staff Development documentation, Lesson Plans, email correspondence/calendar scheduling	Student products, teacher proficiency

teaching and learning.					
Teach grade level Technology Applications TEKS (Grades 2-8)	Principals, Dir Academics, Instructional staff	Ongoing Aug-May	TEKS, Learning.com, Computer Labs	Course schedule	8 <sup>th</sup> grade Tech Literacy testing