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Crystal City Independent School District
2017-2018 Improvement Plan

Inspire, Empower, and Prepare

Approved by DSBDM 9-12-17

Approved by School Board 9-13-17, Updated 5/1/18

Mission Statement:

Crystal City Independent School District...building foundations for success.

Board Approved Goals for 2017-18:

1. By the end of 3rd grade, students' reading levels will increase from 46% to 76% by 2021.
2. By the end of 5th grade, students performing at the "Meets" level in math will increase from 33% to 63% by 2021.
3. By the end of 2021, seniors who are college, career, and military ready will increase by 20%.

Board Approved 12/13/17

Title I, Part A, Schoolwide Components

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training programs.

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 the future in the social, economic, and education 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 student 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: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

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 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 level to the next for one or more school years (students in prekindergarten and kindergarten that are retained at parent request are not considered at risk.)
4. Did not perform satisfactorily on a state assessment instrument, and has not the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 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
Is homeless.
12. 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 Education

STAAR- DMAC Source	Reading % Met Standard (Approaches)						Math % Met Standard					
	2015	%	2016	%	2017	%	2015	%	2016	%	2017	%
Students at Risk	798	36%	792	43%	799	36%	655	37%	655	50%	631	49%
Students Not at Risk	326	83%	278	86%	405	84%	243	85%	214	83%	347	88%

Science % Met Standard (Approaches) Data Source- DMAC							Social Studies % Met Standard (Approaches)						Writing % Met Standard (Approaches)					
Students	2015	%	2016	%	2017	%	2015	%	2016	%	2017	%	2015	%	2016	%	2017	%
At Risk	273	39%	244	59%	253	51%	185	44%	170	51%	172	55%	172	30%	177	46%	174	19%
Students Not at Risk	119	90%	65	85%	138	90%	70	90%	61	98%	83	95%	88	76%	59	63%	100	66%

	Drop Out Data									
	2012-13	%	2013-14	%	2014-15	%	2015-16	%	2016-17	%
Students At-Risk	24/25	96%	9/10	90%	21/28	75%	10/17	59%		
Students Not at Risk	1/25	4%	1/10	10%	7/28	25%	7/17	41%		

Planning and Decision Making Committee 2017-18

Name	Position Parent, Business, Community, Teacher, etc	Name	Position Parent, Business, Community, Teacher, etc
Imelda Salinas	Superintendent	Veronica McNeil	TR Teacher
Dina Briones	District Administrator	Angie Vera	TR Teacher
Robert Alvarado	Non Teaching Professional	Cindy Martinez	Zavala Teacher
Mercedes Casarez	Community	Citali Escamilla	Zavala Teacher
Bea Musquiz	Community	Alyssa Rodriguez	BJMS Teacher
Mary Rivera	Community	Rina Puente	BJMS Teacher
Carmen Garcia	Community	Erika Morales	SHFJH Teacher
Christina Flores	Business	Matthew Moreno	SHFJHTeacher
Alejandra Ramirez	Business	Jose Villarreal	CCHS Teacher
Ruby Saucedo	Parent	Cassandra Mata	CCHS Teacher
Bhavisha Patel	Parent	Brenda Guajardo	District Paraprofessional
Leroy Faz	Parent	Elizabeth Balderas	Parent
Laronda Sosa	Parent	Dante Delgado	District Administrator (technical support)
Norma Overton (CCHS)	Parent	Adelicia Leeper	District Administrator (technical support

Comprehensive Needs Assessment for 2017-18 (SW Component #1)

Beginning in the spring of 2017, CCISD campuses began reviewing their campus data, performing root cause analysis and determining causal factors for low performance. The campuses provided summaries of their needs to the district office. A series of district meetings were held with various stakeholder groups to evaluate the 2016-17 DIP and determine the progress made in meeting the identified needs of the students and district. From these meetings coupled with the campus CNAs and information from the campus Turnaround Plans, a District CNA was developed. Information from the District CNA provided the budgetary information for developing the 2017-18 Budget and prioritizing funding to meet the implementation of critical needs. This plan is a living document and serves as a road map for continuous school improvement, and will be presented to the CCISD Board of Trustees in September for review and approval

Data Sources Used:

2016-17 District Improvement Plan
2017-18 Campus and District Needs Assessment
PEIMS
Texas 2017 Accountability Summary
TAPR Report, STAAR Reports, TELPAS, DMAC
PBMAS 2017, D-MAC Student Performance Data
Staff and Student Attendance Reports
Snapshot 2016- District Detail (TEA site)

Areas Reviewed	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities What were the identified priorities for the district?
1. Demographics	• Small LEP population which indicates that we are not over identified. • Strong Hispanic community. • Well behaved students •Transportation procedures For Foster care	**Implement program guidelines for each special pop program** **1.Special Ed:** •Need Behavioral Specialist & Behavior unit •Continue Inclusion Plan model •Train and monitor for Differentiated instruction •Increase the number of students in LRE. •Transition practices for the accommodations for 504, bilingual, special ed, and migrant •Use teachers instead of aides for inclusion staff •Close gaps for ELLs and Sp Ed students •Continue to monitor compliance in folders. **2.ELL:** •Bilingual proficiency levels used for planning. •Bilingual/ESL certified staff.	ESL proficiency levels used for planning. Differentiated instruction. Bilingual/ESL certified staff Inclusion training and support Ensure placement of students with properly certified staff.

		•Sheltered instruction training to new staff. •BESL model support •Update BESL Handbook **3.Migrant:** •Utilize staff to support CCHS students •Provide credit recovery software, testing fees •Hire tutor and provide extra support for PFS •Leadership & College-career opportunities •Project SMART •Recruiting **4.GT:** •Provide training to GT teachers in Response to Intelligence early in the year •30-hour GT certification training •Develop District Committee **5.Homebound/PRS:** •Develop procedures for monitoring homebound service delivery and attendance. •PRS procedures developed and training provided **6. McKinney Vento/ Foster Care** •Needs assess with follow up resources, services, and supplies •Staff training **7. 504:** Add and train staff to help with 504/ special pops compliance and monitoring **8. Dyslexia:** •Staff trainings & parent meetings •Dysgraphia	
2. Student Achievement	•RTI Framework has been developed •Tier I instruction has improved •Instructional Coaches at each campus •Use of electronic data	•Strengthen Tier I instruction •Tailor RtI programs to fit campus needs •Increase number of students meeting or exceeding progress measure **1. <u>Monitoring</u>** •Utilize DMAC to monitor student performance •Timely Implementation	RTI monitoring and tracking of tiers. Data-driven decisions that will impact teacher and student performance.

	systems to disaggregate student performance •RTI staffings	•Tier I instruction from diagnostic to diagnostic. •area of weakness by SE & TEKS for strugglers •Flag students at EOY for early intervention for the following year. **2. Data-driven decisions** •Utilize staffings to analyze student needs •Require tiering lists and criteria for beginning of the year for tracking progress •Collect and analyze data (DMAC) to determine effectiveness of intervention programs (summer school, etc •Plan using Backward by Design model •Vertical planning **3. RtI Implementation**: • Establish tiering criteria and provide tiering list •Monitor effectiveness of Tier II & Tier III instruction •Differentiate instruction for all special pops. •Begin tutoring earlier in the year. •Provide extended day and extended year interventions. •Maintain RtI campus teams **4. Support Staff** Interventionist, tutors, aides to support instruction & RtI	Continue with root-cause analysis to identify the true nature of student needs. Student performance Differentiation
3. Staff Quality	•Recruiting efforts have intensified •Strengthened screening and hiring processes	1. **Monitoring:** •Monitor walk throughs & timely teacher feedback • Implement the TTESS/TPESS evaluation system and train all staff involved •Identify problematic delivery early in year •Monitor monitoring 2. **Teacher Recruitment/ Retention** •Attend job fairs •Continue Grow Our Own Program to include administrative assistance	Increase walkthroughs and feedback. 100% HE staff. Strengthen the mentoring program. Retain quality teachers. Provide competitive pay scale.

		• Promote certification in areas of BL &ESL •Support staff in critical shortage areas with stipends • Refine job descriptions & responsibilities of instructional staff & provide at in-service **3. <u>Develop Effective Staff</u>** •100% certified or Highly Effective staff •Utilize Instructional Coaches to develop effective teaching practices •Strengthen the mentoring program •Implement 5 Day New Teacher Institute •Implement Staff Effectiveness Matrix •Equity Plan	Determine tiering of instructional staff
4. Leadership Quality	•Shared Leadership practices are increasing	**1. <u>Leadership Development:</u>** •Shared Leadership training & implementation •Grow potential administrators from teacher leaders. •New administrator training & mentoring •Teambuilding Training & activities **2. <u>Leadership Accountability:</u>** •TPESS for principals •Administrator training on policy and program requirements & changes •Internalize, plan, implement, and monitor the school improvement process including alignment of Critical Success Factors (CFS) and Turnaround Principles (TP's). •Require proactive participation in planning with teachers with district monitoring	Administrators will participate in common planning meetings. Shared Leadership Strengthen leadership practices
5. Professional Development	•Extensive staff development to support student learning. • Strengthening of PLCs	1. **<u>Special Programs Training</u>**: • program guidelines and required information to provide program services •ELPS and Sheltered Instruction •504 •GT Updates	ELPS training Shared Leadership Inclusion training.

		•Sped Guidelines, ARD process •Disabilities and behavioral issues for Gen Ed •Migrant • McKinney-Vento & Foster requirements •Dyslexia & Dysgraphia **2. PLCs with protocols** **3. Leadership:** • Shared Leadership • Teambuilding • Leadership Academies **4. Accountability & Data Decisions** •Decision-making and Development for Instruction (3-DI) •Lead4Ward •TEA required Workshops **5. Core Content & Pedagogy** •Writing PD earlier in the year to help teachers understand scoring and the process. •Core content training to support instruction and STAAR/EOC success •Behavior management •Differentiated SD for different skill levels. **6. Monitoring** transference of PD **7. Coaching/Mentoring training & time** **8. Paraprofessional conference** **9. Vertical Teaming** **10. Required State and Federal training**	Balanced Literacy & Math training
6.1 Curriculum, instruction and Assessment	•Districtwide training in the Gradual Release Instructional model. •Progress monitoring has been standardized •Instructional pacing calendars in place	**1. <u>Curriculum:</u>** •Supplementary curriculum resources to enhance instruction (TCMPC, etc.) •Pacing monitored more closely •Software to close the gap •Update & align PE curriculum •Expand dual credit/ vocational offerings •Summer planning for all content areas	Expand dual credit. . Increase required walk throughs

	•Multiple resources •ICs on each campus	•Provide training, supplies, and support and expand a well-rounded education through fine arts. Develop curriculum binders for each teacher in each core area •Balanced Literacy and Balance Math **2. <u>Instruction:</u>** •Use / monitor use of Gradual Release Model •Instructional support for the delivery of the curriculum: interventionists, aides, tutors, Instructional Coaches (ICs) and district guidance. •Increase time (Bell to bell) •Increase amount of time administrators are in classroom and providing feedback •Increase integration of technology into instruction to include on-line resources **3. <u>Assessment:</u>** •Develop & monitor use of Assessment Calendar •Standardize progress monitoring & Benchmark tools • Provide data tools and training for timely analysis	Monitor implementation, pacing; provide feedback Increase classroom walk throughs and feedback. Administrators participate in planning
6.2 Curriculum, Instruction, Assessment: Math	•District-wide RTI in Math	1. Utilize hands-on learning 2. Design lessons that embed process standards 3. Develop teachers content/concept understanding to a deeper level. ~~4.~~ Supplemental math lab to support classroom instruction	Develop teachers' skill level and content understanding. Instructional design and delivery.
6.3. Curriculum, Instruction, Assessment: ELAR	• K-1 TPRI scores show significant improvement. • Assessments in place	1. DEAR Time and resources 2. Teacher planning more strategically 3. PK-2 Balanced Literacy program and training To close reading gap by the end of 2nd grade 4. Establish AR goals for all students	Closing the reading gap. Balanced Literacy Initiative Timely data analysis.

	including universal screeners & diagnostics • Reading levels known • District-wide RtI in Reading	5. Utilize software to provide practice and obtain feedback in reading and math. 6. Timely data analysis 7. Develop District Writing Plan with timelines 8. Writing PD to include deconstructing the writing rubric 9. Writing across content areas	Strong RTI implementation. Instructional design and delivery. .
6.4 Curriculum, Instruction, Assessment: Science	• Grade brads are receiving PD together • Science labs well equipped	1. 60-40 Rule for science labs 2. STEM training 3. Student STEM Academies	Hands on lab exploration.
6.5 Curriculum, Instruction, Assessment: Social Studies		1. Integration of ELAR / Social Studies process skills. 2. Align 5th grade SEs to 8th grade STAAR	Content understanding Planning support
7.School Culture & Climate	• Strong vision statement in place.	**1. <u>Communication:</u>** •Implement regular PLC's with procedures and protocols to ensure focus •Provide timely notice and advance agendas for all meetings. •Provide training for coaching conversations •Responsive, timely customer service •Welcoming environment •Climate surveys **2. <u>Professionalism and accountability</u>** •Increase staff attendance •Develop culture of high expectation •Revise discipline management plan •Increase student engagement •Schedule meetings to not interfere with tutoring **3. <u>Healthy Environment</u>**	Professional accountability. Transforming School Culture.

		• Wellness Plan •Drills & Training	
8.1Student Support: Counseling	Counselors not responsible for testing	**1. <u>Revise Guidance and Counseling Plan</u>** • increase student mental health support and academic counseling •Increase monitoring of graduation plans and transcripts •Prioritize student needs over administrative assignments, more time with students • Develop a district counseling calendar for the year's activities 2. **<u>Training</u>** for counseling staff: •Special education & Special Pops guidelines to develop, monitor, and evaluate counseling goals. •Severe behavioral disorders and mental health issues **3. <u>Curriculum</u>** • Social Skills Program (DSBDM) •Purchase new character ed program • Implement SAT/ACT prep program 4. **<u>College & Career Readiness</u>**: •Electronic data system to promote/facilitate college/career activities •Provide college readiness support & trips *ACT/SAT program with tutors/peer tutors **5. <u>Transition Plan:</u>** Develop and implement plan	Develop, monitor, & implement individual campus Guidance & Counseling Plans Electronic planning/data system to promote/facilitate college/career activities
8.2 Student Support: Attendance	• Campus attendance plans are aligned to district plan • Truant officer assigned to each campus	**1. <u>Monitoring:</u>** •Maintain Truancy Officers •Modify the Probation Officers contract to include participation in truancy and in attendance hearings. •Monitor 95% Participation Rate •Audit campus attendance	Implementation of attendance plan. Increase attendance accountability. Monitor interventions

		•Audit Attendance Committee mtgs. **2. <u>Intervention:</u>** •Solicit community support for intervention and support •Redefine job description of police officers to assist with attendance. •Continue to develop, monitor and implement interventions 3. **<u>Training;</u>** parents and staff	
8.3 Student Support: Discipline	• Reduction in number of DAEP placements, expulsions, and suspensions	1. **<u>Discipline Plan: (Update)</u>** •Parent Involvement in the referral process. •Progressive, standardized referral system •Monitor DAEP placements and removals **2. <u>Training:</u>** •Train staff in student management (CHAMPS, Restorative Discipline, etc) •RTI for behavior •Behavior training for VP's and counselors •staff with training in how to code referrals. **3. <u>Interventions:</u>** •Mentoring program for identified student groups •Student/staff training in routines, social conflict & bullying • More time for counselors to counsel	Behavior Specialist- PBIS/Restorative Discipline at each campus Bullying Plan
8.4 Student Support: Drop Outs	• Expanded AEP • Recapture Sweep • Accelerated Education Plan for AEP students • Mentoring for potential dropouts	1. Monitoring: •Cohort review •Leaver Team reviews, recapture, sweeps 2. Services: • counseling to all potential dropouts; •provide accelerated programs • course completion and recovery, credit by exam, etc.(Increase recovery slots) 3. Hire academic advisor to reduce dropout 4. Transition activities: campus visits, college trips, etc.	Counseling for dropout prevention

		5. Use a social worker to provide case management for identified students. 6. CTE Awareness 7. AEP for credit recovery 8. Tutors for SAT/ACT	
8.5 Student Support: Well Rounded Education		1. Integrate fine arts support into academics 2. Support the development of Ballet Folklorico, Mariachi, drama, visual arts, dance and music throughout the district 3. Support student participation in cultural events	
9.School Context and Organization	• RTI Block is built into schedules. • Master schedule supports needs • Full day Prekindergarten	1. Cluster students for instructional efficiency & support 2. Planning for Redesign (K-4th) 3. Gradual transition from departmentalized teaching to self-contained elementary classrooms. 4. Staff changes based on campus and program needs. 5. Continue full day Prekindergarten 6. Inclusion 7. Master Schedule: Common planning, RtI blocks	Inclusion
10. Family and Community Involvement	• World class social events • Many opportunities for participation offered • District calendar coordinates events • Events posted on web site • Active community agency committee-IMPACT. • Active DPAC	**1. <u>Improved Communication:</u>** •Parent Liaison on each campus •Expand social media, website, Messenger •Increase visibility of administrators in community / district activities & functions •District parent meetings for Special program guidelines. •Transition visits between classes, programs, schools 2. **<u>Parent Training</u>**: •Provide parents with training on bullying •Update and implement District Parent Training Plan	Increase parent understanding and support of academic programs/ standards. Increase community networking

	• Parent Conference	•Hold annual Parent Conference •Utilize community agencies for parent training **3. <u>District Initiatives:</u>** •Continue to support IMPACT, MPAC and DPAC parent/community groups •Continue networking with agencies and strengthen partnerships: Family Service Ass., SWTJC, etc. •Implement and evaluate district Wellness Program •Increase volunteer program on campuses	
11. Technology	Classrooms have up-to-date technology. Network infrastructure Bandwidth at 40Mbps with throttle up to 80 Mbps Atrium catalog system for all libraries IPads for students Wireless access district-wide . Distant Learning – SWTJC Online Courses – SWTJC IP Phones in all Classrooms	**1. <u>Training</u>** •Integration of technology in classroom •Tech training to support staff. •Use of technology for data analysis **2. <u>Equipment:</u>** •Update computer labs, mobile carts, and classroom computers • Improve the phone system. 3. **<u>Instruction:</u>** •Monitor the integration of technology into instruction •Ensure students receive keyboarding **4. <u>Communication:</u>** •Update website •Electronic ticket system for work orders. •Teacher web pages for strengthening communication with stakeholders (DSBDM)	Train teachers in technology integration. Update computer labs, clerical computers and interactive media boards.
12. Standard Operating Procedures	Special Ed Procedure Manual in place. Dyslexia Plan updated. GT Plan updated Financial Plan on FOR-C	1. Conduct internal audits of SOP and program implementation 2. Department heads provide audit profiles 3. Training: •Procedures/training for Time Clock •Training of office staff and administration in	Update program procedures manual for ESSA Program Audits Training of office staff in financial and program

	Emergency Management Plan	financial and program requirements/ procedures •Cross train personnel 4. Work order system 5. Administration of programs	requirements and procedures

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.

Funding Source: Federal Programs	Fund Code	FTE	Planning Amounts
Title I, Part A	211	25.75	$ 1,325,066
Title I, 1003 School Improvement Priority	211.20		75,000
Title I, Part C	212	3.05	$ 138,818
Title II, Part A	255		$ 103,026
Title III, Part A (LEP)	263		Coop with ESC20
RLIS	270		$32,075
Title IV	289		31,098
Special Education (Idea B Formula)	224		$254,015
Special Education- Preschool	225		$8,340
Career & Technology- Carl Perkins	244	pending award	$32,769
State/Local Programs/Funding Source			
Bilingual/ESL Program	161		$ 18,076
State Special Education	162		$ 1,330,935
6100 State Compensatory Education	163	38.35	$1,151,747
6200 State Compensatory Education	163		71,466
6300 State Compensatory Education	163		28,500
6400 State Compensatory Education	163		8,000
6600 State Compensatory Education	163		0
Gifted/Talented	165		34,752
Career and Technology Program	170		652,688
Local	199		15,414,933

Goal 1: CCISD campuses will increase the rigor and depth of instruction to meet state and federal accountability and to prepare all students for college and postsecondary education and career readiness.

Performance Objective 1: Teachers and administrators at Crystal City ISD will utilize effective educational practices and participate in training designed to increase the rigor and depth of instruction so that all teachers and administrator will meet or exceed the proficiency level in T-TESS and T-PESS Domains 1 and 2.

Summative Evaluation**:** By June 2018, 80% of the teachers and administrators will meet or exceed the proficiency levels in TTESS and T-PESS in Domain 1 and Domain 2.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	*Resources*	*Funding*	Evidence of Success/Formative Evaluation
1.Continue to provide on-going training and planning time in unpacking the standards and developing coherent lesson plans around the gradual release instructional framework. (IP)	5.5	CO Admin Principals Assistant Principals Inst. Coach Team Leads	July-January Training	*Better Teaching Structures* IFD Planning Tool *Lead4Ward templates*	Title II Title I	Improved instructional design and delivery as evidenced by walk throughs, T-TESS, and 10% growth in student performance on formative and summative assessments.
2. Monitor classrooms, provide coaching feedback and verify the effectiveness of both the monitoring and feedback on the design, pacing and implementation of lessons.	2.1	CO Admin Principals Asst Principals Inst. Coach	Weekly monitoring of classrooms Monthly checks of monitoring & feedback	TEKS/SEs Instructional Focus Document (IFD) Lesson Plan template Accountability Protocol TTESS DMAC Walk Thru Tool Equity Plan Teacher survey	Title I $2750 (training)	10% increase in student performance on end-of-unit assessments, performance indicators, benchmarks, and STAAR assessments. 10% increase in teacher effectiveness as measured by TTESS and teacher survey
3.Provide tools, supplies, and supplementary curriculum to strengthen instruction in all core areas and to prepare for STAAR & EOCs.	6.1	Principals Instr. Coaches	August-May	Technology, Tech Team Web-based resources ESC20 Licenses STAAR/EOC TCMPC Renaissance	Local Title II Title I Priority	100% core teachers will receive content training and will utilize the Gradual Release Instructional Model framework. Student engagement will increase as evidenced by lesson plans and walk throughs.
4. Campus and district teams will meet vertically to analyze student performance on individual STAAR categories, TEKS, and/or student expectations (SEs) and to align instruction.	2.2 5.9	Teachers Administration Inst. Coaches	VER Days (2 x/sem) Monthly Checks	Student Data TEKS/SEs ESC-20 Lead4ward	Local	The spiraling of SE's based on student data is evident through lesson plans and walk through monitoring. Pacing calendars are adjusted accordingly.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	*Resources*	*Funding*	Evidence of Success/Formative Evaluation
5.Provide common planning time and continue to use a meeting protocol for teaching teams to address lesson plan design and to vet assessments.	9.7	Administration Inst. Coaches Teacher Leaders	Weekly	Backwards-by-design Model Meeting Protocol Master Schedule		Increase in teacher effectiveness as evidenced by walk throughs and TTESS. 10% increase in student performance on end-of-unit assessments, performance indicators, benchmarks, and STAAR
6.Provide high quality staff development to develop and enhance teachers' /staff's competencies in core content, pedagogy, differentiation, data analysis, technology and all areas that impact student learning.	5	DSCI Principals Instructional Coaches	In-Service Through out the year	ESC20 Specialist Consultants Inst. Coaches Lead Teachers DSCI & PSP	Title II $21,300 Title I $3000 Title IV $3000	20% increase in teacher effectiveness from year-to-year as evidenced by walk throughs, TTESS and CCISD Staff Effectiveness Framework. Set baseline data for new teachers.
7.Utilize instructional coaches at each campus to train, mentor, and assist teachers in lesson design, instructional practices, data interpretation.	3.3 6.1(2)	Principals DSCI	August-June Weekly contact	ESC-20	Title I Campus budgets	20% increase in teacher effectiveness from year-to-year as evidenced by walk throughs, TTESS and CCISD Staff Effectiveness Framework. Set baseline data for new teachers

Goal 1: CCISD campuses will increase the rigor and depth of instruction to meet state and federal accountability and to prepare all students for college and postsecondary education and career readiness.

Performance Objective 2: By June 2018, 70% of the students at Crystal City ISD will meet or exceed annual growth on the district and state assessments.

Summative Evaluation: By June 2018, 70% of the students Crystal City ISD will meet or exceed annual academic growth in Index 2 of the state assessments.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1. Continue to use progress monitoring and benchmark tools to determine reading lexiles, math levels and STAAR tested SEs in Science and Social Studies at specified checkpoints	6.1.3 2.2	CO Admin Principals Assistant Principals Inst. Coaches	Monitored monthly August-Sept- training	Renaissance 360 (grades 2-12) STAAR/EOC data Assessment Calendar ESCI (EC- Rdg/Math) Dibbles Next I-Station (3rd-5th) Think Through Math (3rd-Alg. I) Amplify Math	Title I $49,300	70% of the students will show a year or more growth in their reading as measured by Star Reading.
2. Allocate time and resources for DEAR activities.	6.3.1	Principals Inst. Coaches Assistant Principals Teachers	Daily	Master Schedule Classroom Libraries Librarian	Title I Local	90% of students will actively participate in DEAR reading activities.
3.Implement the Balanced Literacy Initiative at the elementary campuses with training, resources, and monitoring support.	6.3.3	Principals Inst. Coaches Assistant Principals	Fall- 2017 training Monitoring- weekly	ESC20 Ed Specialist	Title I Priority Grant (campus) RLIS Grant (campus) Title II	Tier I students in reading will increase by 5% (K-4), 10% (5-8)
4. Develop writing timeline across the district to reflect EOY data and writing benchmarks at all grade levels.	6.3.7	Principals Instr. Coaches Assistant Principals Lead Teachers	October 2017	CCISD Writing Plan Writing Institute Instructional Focus Document (IFD) Fisher Reyna Writing Binders Grammar Resources	Campus PD	20% increase on student writing levels on TELPAS and STAAR.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
5.Continue training in systematic writing processes and scoring rubrics for all content teachers.	5.5 6.3.8-9	Principals Instr. Coaches Assistant Principals Lead Teachers	Second Semester	TEKS/SEs Writing Institute CREST Conference ESC20 Inst. Focus Documents(IFD) Fisher Reyna Scope and Sequence	Title II, Part A $700	20% increase in number of students who raise their writing levels on TELPAS or who pass their STAAR Writing or EOC English I and II.
6.Align and monitor curriculum, instruction, and assessments in all core subjects.	6.1-3	DCSI Principals Ins. Coaches	Alignment- September, 2017 Monitoring- Weekly	ESC20 Specialists TCMPC Instructional Coaches	Title II $2500	100% of core teachers will have and use an aligned framework with aligned curriculum-based assessments.
7.Provide the training, tools, and equipment to fully support the integration of technology into the instructional program and monitor the implementation of the teachers' and students' use.	11.3	Principal Instructional Coaches Technology Coordinator	Monitor- Weekly Training- Fall 2017	Tech Team ESC20 Tech hardware Software Star Chart	Title IV $3000	100% of the teachers will utilize technology to enhance instruction at least twice a week as evidenced by lesson plans and walk throughs.

Goal 2: By June, 2018, CCISD will have closed the achievement gap for all students by implementing systems of Response to Intervention (RtI), active monitoring, and comprehensive student supports.

Performance Objective 1: By June, 2018, Grades K-4th will increase the number of Tier I students by 5%, and Grades 5th-12th will increase the number of students at Tier I by 10%.

Summative Evaluation: Seventy per cent (70%) of the students at Crystal City ISD will meet or exceed annual academic growth.

Activity/Strategy	CNA Ref#	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Ensure RtI staffing at each campus for data conversations, adjustments to instruction, student groupings, interventions, and/or behavior plans.	2.2	Instr. Coaches Counselors Principals, Ast. Principals Lead Teachers Program Directors/staff	Weekly	District RTI Framework Campus Benchmarks, screening and diagnostic tools STAR Reading/ Math Rpts Attendance and discipline Rpt Counseling reports Special Prog. Staffing Schedule Student Profiles		Increase number of Tier 1 by 5% (elementary) and10% (secondary)as measured campus specific benchmarks. Decrease number of Level I discipline referrals by 10%.
2.Provide RtI blocks for reading and math within the master schedules to address the specific learning needs of struggling students	9.7	Principal Counselor Ast Principals Instr. Coaches,	Each six week	Master Schedule Staffing recommendations		100% campus master schedules will reflect RtI blocks for reading and math.
3.Provide extended learning opportunities early in the year to support accelerated instruction for all students who have failed any of the State assessments and to close the instructional gap of all learners. Safeguards-Student Achievement	2.3	Principals, Asst. Principals Instr. Coaches, Lead Teachers	Saturday School Tutoring to begin in September	Accelerated Learning rosters Extended learning rosters. DMAC Reports STAAR Reading & Math Rpts Renaissance & TTM reports Interventionists	Priority Grant (campus) Summer-	100% of identified students will be given the opportunity to participate in extended learning as evidenced by tutoring roster sign-ins and schedules.
4.Provide accelerated summer school opportunities to close the gap for students who were not successful on their state assessments.	2.3	Summer School Coordinator Summer School Teachers Summer Tutors	Summer School Summer Academies	Summer School Curriculum Pre-Post Summer Assessments, DMAC Renaissance & TTM Reports AEC, Odysseyware	SCE $53,000 Title I $65,000	75% of the summer school participants will show an increase in their pre/post summer assessments or credit recovery.

5.Use support staff, content interventionist and tutors to provide additional instruction and support for struggling students.	2.4	Campus Principals	August- May Daily	Department Leads Instructional Coaches Student & community Tutors	Campus Budgets: Title I,A SCE Migrant $9000	10% increase in student performance on end-of-unit assessments, performance indicators, benchmarks, and STAAR

Goal 2 Close the achievement gap for all students by implementing systems of Response to Intervention (RtI), active monitoring, and comprehensive student supports.

Performance Objective 2: By June 2018, CCISD will close the performance gap between students in **Special Education and all students** by 5%.

Summative Evaluation: By June 2018, 65% students in Special Education in grades K-3 annual growth as measured by I-Station and 4-8/ EOC will meet or exceed progress measure as measured by STAAR.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1. Continue Inclusion Plan to include all core subjects; provide technical support to the SPED department and campus personnel, as appropriate; and evaluate the effectiveness of the program model.	1.1	SPED Director Campus Administrators SPED Teachers & Paraprofessionals GEN ED Inclusion Teachers	Sept, 2017 Monthly	District Strategic Inclusion Implementation Plan ESC 20		Increase by 5% the number of students (Code 40) receiving SPED support in the GEN ED setting (LRE). 10% increase in the number of SPED students meeting State and Federal standards.
2.Provide training to identified staff in identifying and differentiating for the varied needs of students with disabilities.	1.1 5.1	SPED Director	October	ESC 20 Walsh Gallegos Special Education Staff Interventionists		100% of GENED teachers with SPED students will have received training to increase their awareness of individual student needs as evidenced by FAPE and IEP's.
3. Provide training in the ARD process and LRE to identified staff.	5.1	SPED Director	October	ESC20		100% of identified staff will have received training to increase their awareness of the ARD process and the placement of students in the most appropriate educational setting based on individual student needs.

Goal 2: Close the achievement gap for all students by implementing systems of Response to Intervention (RtI), active monitoring, and comprehensive student supports.

Performance Objective #3: By June, 2018, decrease the performance gap of **at-risk** the students and students served in the **504 Program** and the **Dyslexia Program** by 5% when compared to the performance of all district students in Title I.

Summative Evaluation: 65% of AT RISK students at Crystal City ISD will meet or exceed annual academic growth and 65% students in Dyslexia Program will meet or exceed annual academic growth.

Activity/Strategy	CNA Ref#	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success /Formative Evaluation
1.Provide training for instructional staff to support 504 initiatives and monitor the implementation of 504 guidelines operating procedures.	5.1 8.2	Special Program Coordinators Counselors Principals	August training Monthly monitoring	504 Guidelines ESC 20 Student Support Coordinator		Improved delivery of services as evidenced by walk through levels of engagement and cognition and 10% increase of student performance on STAAR.
2.Align the referral process for 504 and dyslexia across the campuses and provide training for referrals, evaluations, multidisciplinary committees, placements, and hearing	1.7 5.1	Special Program Coordinators Counselors Principals	August 2017 Coordination quarterly	504 Guidelines Walsh Anderson ESC 20 Student Support Coordinator		Improved delivery of services as evidenced by walk through levels of engagement and cognition and 10 % increase of 504 student performance on STAAR.
3.Provide training on Dyslexia assessments and identification tools for the Dyslexia Intervention Program.	5.1	C & I Director Dyslexia Coordinator Dyslexia Teachers Principals	July 2017	Dyslexia identification assessments ESC 20, DIP MTA	Local	100% of Dyslexia teachers will be trained in assessment instruments and the identification process.
4.Initiate the early identification process at K-1 for students exhibiting dyslexia tendencies.	5.1 1.8	District Dyslexia Coord. District Dyslexia Team Campus Dyslexia Teacher	Spring 2018	Dyslexia Handbook ESC20 Dyslexia Coordinator	Local	Each K-1 student as appropriate will be screened for dyslexia.

5.Develop a Dysgraphia Handbook and provide training and resources to support students identified with dysgraphia.	1.8	District Dyslexia Coord. District Dyslexia Team Campus Dyslexia Teacher	December 2017	Dysgraphia Handbook ESC20	Local	100% of the dyslexia teachers will receive dysgraphia training and will present overview to all staff as evidenced by sign-in sheets and training certificates.

Goal 2 Close the achievement gap for all students by implementing systems of Response to Intervention (RtI), active monitoring, and comprehensive student supports.
Performance Objective #4: Close the performance gap between **all Limited English Proficient (LEP)** students and all students by 5% so that they reach high academic standards, at a minimum attaining proficiency or better in reading/ language arts and math.

Summative; 90% ESL students will exit the program within three years of being in US schools.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Continue to provide support to ESL teachers in the ESL Model: classroom observations, resources, and professional development in second language acquisition, ELPS, and sheltered instruction.	1.2	ESL Director Principals Assistant Principals Instructional Coaches	Training- July in model Six weeks basis	ESL Handbook ESC20 TELPAS data Linguistic Accommodation Guides ELPS in Content Areas LPAC progress monitoring reports RTI/LIP data folders	Title II $1400 161 $7000	Improved implementation of the ESL program models as evidenced by PBMAS Report. Improved instructional planning as evidenced by lesson plans and walk throughs that demonstrate best practices in the use of ELL strategies
2. Provide refresher training in forms and protocols outlined in the District ESL Handbook.	1.2	ESL Director	October	ESL Handbook ESC20		100% of ESL teachers will receive refresher training as evidenced by sign-in sheets and certificates.
3.Utilize whole class ELPS matrix to provide for the learning needs of each student and monitor student progress through staffings and classroom observations.	1.2	ESL Teachers Admin Team ESL Director	September-May Monthly staffings	ELPS Matrix RtI/LIP Data Folders		100% of LEP students will be monitored and will have updated action plans.

Goal #2: Close the achievement gap for all students by implementing systems of Response to Intervention (RtI), active monitoring, and comprehensive student supports.
Performance Objective 5: Close the performance gap by 5% between migratory students in the **Migrant Education Program (MEP)** and all other students.

Summative Evaluation: 70% of the migrant students at Crystal City ISD will attain or exceed annual academic growth. * Funding amounts include staff hours.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	*Funding	Evidence of Success/ Formative Evaluation
1.Continue to recruit and identify migrant students and youth by conducting annual residency verification and other activities according to specific timelines. (See ID&R plan- Attachment B).	IDR Plan	Fed. Programs Director MEP Recruiters	Ongoing throughout the year	NGS COE's Family Work Surveys ESC-20 MEP Staff	Title I, Part C $10,381	100% of eligible migrant students in the community are identified and are offered services.
2.Utilize NGS to encode and track all required data and activities as outlined in the NGS Guidelines.	NGS Plan	Fed. Programs Director NGS Clerks	Ongoing throughout the year.	NGS PEIMS	Title I, Part C $33,627	100% of migrant students will be tracked on NGS Reports.
3.Identify the migratory children ages 3-5 who are in the district, determine their needs and provide services and/or coordinate services with other early childhood programs. (SW#10)	IDR Plan	Fed/ Programs Director MEP Recruiter MEP NGS Clerk	Within 60 days of school- October 2015	NGS COE's Family Work Surveys Family Contact Log Inter-Agency Meetings Bright Beginnings	Title I, Part C $1286	100% migrant students ages 3-5 will receive or will have been offered services within the community.
4.Maintain a Migrant Parent Advisory Committee for the planning, implementation, and evaluation of MEP activities in the district. (SW#6)	10.3	Fed. Programs Director	Meeting every six weeks	Community Presentations Activity Reports By Laws	Title I, Part C $3408	Increased communication and input from parents in planning, implementation, and evaluation of program.
5.Monitor and ensure migrant students are offered credit accrual, recovery and secondary credit exchange through various means and provide activities to promote college/ career readiness.	1.3 8.4.2	Fed. Programs Director Student Support Coordinator Academic Advisor	Six Weeks Check	PEIMS, Grade Reports AEP, Odyssey Ware A Plus, Counselors, Gear Up , ESC-20	Title I, Part C $1600 SCE $1600	100% migrant seniors will graduate with their cohort.
6. Provide training to staff in program guidelines to support the delivery of services to students & families.	5.1	Federal Programs Director	As scheduled	ESC-20 Staff TMEP, IDR Plan	Title I, C $5,145	100 % MEP will meet MEP training requirements. All campus staff will receive MEP overview.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	*Funding	Evidence of Success/ Formative Evaluation
7.Utilize a Student Support Coordinator to provide graduation plan and leadership support to migrant students.	1.3	Student Support Coordinator Academic Advisor Counselors	Monthly monitoring	Graduation Plans Counselors, PEIMS, PFS & NGS Reports Parent Contact Logs College/ scholarship apps. Leadership Academy	Title I, Part C $4332	100% migrant seniors will graduate with their cohort.
8.Train and coordinate with other programs and interstate and intrastate agencies to maximize services for students and to facilitate the exchange of student and family information.	10.1`	Fed. Programs Director Student Support Coordinator MEP Staff	As needed	NGS MSIX	Title I, Part C $192	Improved exchange of family information to better provide seamless services to students.
9.Continue to provide support services including supplies, clothing, tech tools, tutoring and homework assistance for the identified migrant students through the established migrant program, based on **Priority of Services**. (See PFS Action Plan, Attach A)	1.3	Fed. Prog. Director Principals Teachers Student Support Coordinator Academic Advisor	Monthly	NGS Clerks PFS Reports ESC 20 Migrant Aide and tutor Supplies & tech tools Homework Center FEV Tutor	Title I, Part C	100% of the migrant students will be provided with supplementary services according to their identified needs.
10.Implement an Early Warning Indicator System to monitor migrant students for student performance, dropout prevention and credit recovery.	8.4.1	Fed. Prog. Director Principals, Teachers Student Support Coordinator Academic Advisor	Monthly	Early Warning Indicator System, MSIX ESC 20 Grade Reports	Title I, Part C	100% migrant seniors will graduate with their cohort.
11.Continue to provide Project Smart and relevant instructional services during the summer and summer take-home books. (SW#2)	1.3	Fed. Prog. Director Principals, Teachers Student Support Coordinator	June, 2015	Project Smart Curriculum NGS Clerks ESC 20	Title I, Part C $10,000	Improved student mathematics performance on SMART assessments for 90% of students in summer program.
12. Provide 7th-12th grade migrant students with the opportunity to participate in Leadership activities and college-career readiness activities and trips.	1.3 8.1.4	Fed. Prog. Director Principals Teachers Student Support Coordinator	Quarterly	Leadership Academy ESC 20 STEM programs College trips Testing Fees	Title I, Part C $2500	100% migrant students in grades 7th-12th will be provided the opportunity to participate in leadership activities and/or college-career activities and trips.

Goal 2: Close the achievement gap for all students by implementing systems of Response to Intervention (RtI), active monitoring, and comprehensive student supports.

Performance Objective 6: Provide instructional and supplementary services to remove barriers and to support the educational needs of McKinney Vento, Foster Care and teen parent students (PRS) to increase by 10% the number **of PRS, Foster care, and McKinney Vento** students passing state assessments and continuing with postsecondary education**.**

Summative Evaluation: 60% PRS, Foster Care and McKinney Vento students at Crystal City ISD will attain or exceed annual academic growth.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Provide and closely monitor instructional assistance to teen parents with Compensatory Education Home Instruction (CEHI) services, tutoring, counseling support and intervention as needed.	1.5	Student Support Services Coordinator Principals School Counselors	As needed Monthly monitoring	Homebound teacher District staff referrals		100% of student parents will meet graduation requirements.
2.Provide training to staff to include nurses, administrators, counselors, and attendance personnel and implement all guidelines as established and required by the McKinney-Vento Act (Homeless) and district policy	1.6	Homeless Liaison Federal Prog Director Student Support Services Coordinator Principals, Counselors	Monitored Monthly	TEXSHEP grant TEA, ESC 20 Texas Homeless Education Office Attendance Reports Student Performance Reports	TEXSHEP $12,000 Title I $1500	Increase attendance, readiness and graduation rates of homeless students by 10%.
3. Provide training to staff on guidelines as required by ESSA and to implement district procedures to remove barriers for Foster Care and McKinney Vento students to ensure their stability and school success.	1.6	Homeless Liaison Federal Programs Director Student Support Services Coordinator Principals School Counselors	Monitored Monthly	ESC20, DFPS Transportation Department TASB Policy FFC and Guidelines Individual Transportation Plan Foster Care Best Interest Form	Local Title I, Part A	100% guidance, registration and teaching staff will receive training in program guidelines and responsibilities.
4.Collaborate with DFPS and CPS on transportation for Foster students so as to maintain their attendance in their school of origin.	1.6	Homeless Liaison Federal Prog Director Student Support Foster Care Liaison Principals Transportation Director	As needed	ESC20, DFPS Transportation Department TASB Policy FFC/ Guidelines Individual Transportation Plan Inter-district Agreements Fostercare Best Interest Form	TXSHEP Title I, Part A	100% Foster Care students will receive transportation as needed.

				Transportation Agreements.		

Goal 3: Implement and provide comprehensive student support services and programs to enhance academics, to eliminate barriers to learning, and to promote student success and college and career readiness.

Performance Objective 1: Enhance and enrich the learning opportunities for **Gifted and Talented** students so that 100% GT students will attain passing standard at **Meets or Masters** on STAAR and EOCs for 2017-18.

Summative Evaluation: 100% of Gifted and Talented students at Crystal City ISD will attain or exceed annual academic growth.

Activity/Strategy	CNA Ref#	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1-Annually provide professional development to teachers, school counselors, administrators, and parents in the identification process of gifted and talented students.	1.4 5.1	GT Director GT Coordinators GT Teachers RTI Team	Fall 2017	ESC-20 Testing Instruments GT Handbook		Increase the percent of students identified and placed in advanced programs by 1.5%.
2.Maintain a Response to Intelligence initiative and provide training to GT teachers early in the program year.	1.4	GT Director GT Coordinators GT Teachers RTI Team	On-going Monitored monthly	GT District Plan ESC 20	GT-165 $700	100% GT students achieving Level III on STAAR.
3.Provide 30 hour GT training, the annual six hour GT required update and any training necessary for teaching advanced courses.	5.1	GT Director GT Coordinators GT Teachers, RTI Team	Summer 2016	ESC 20 College Board Advanced Placement Board	Local GT-165 $2100	10 % increase number of teachers certified to provide GT -services to students.
4. Establish thresholds for GT students and ensure collaboration between GT direct service teachers and Gen Ed.	1.4	GT Director GT Coordinators GT Teachers, RTI Team	Quarterly collaboration	GT District Plan ESC 20		100% GT students achieving Level III on STAAR

Goal 3: Implement and provide comprehensive student support services and programs to enhance academics, to eliminate barriers to learning, and to promote student success and college and career readiness

Performance Objective 2: Enhance **career and college readiness** of all students as evidenced by 75% of students in grades 8th-12th participating in Career and Technology Program.

Summative Evaluation: 75% of CTE students at Crystal City ISD will attain course credit and will meet standards on STAAR EOCs and 60% will graduate with certification in their field of study.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Develop and expand career concentration in high interest, industry level certification areas for all high school students and extend opportunities to 8th graders.	8.1	CTE Coordinator Principal Assistant Principal	August-September	ESC 20, Counselors Course Curriculum CTE Planning Calendar Program Evaluation Graduation Plans, CTE Labs	CTE Grant	75% students will participate in CTE courses as evidenced by graduation plans and improved college readiness.
2.Provide students with the opportunity to take CTE tours to provide them information on endorsements and industry pathways.	8.1(5)	Counselors	Spring 2018	CTE classrooms and teachers		100% 8th grade students will be provided the opportunity to tour the CTE classrooms and learn about the available endorsements.
2.Continue to develop partnerships with post-secondary institutions, and/or trade schools.	10.3	CTE Coordinator Counselors Principal Teachers	August	MOUs Universities NCCER software		Improved collaborations and networking with post secondary institutions and trade schools as measured by 90 % CTE students graduating with certification.
3. Utilize electronic programming to meet HB18 requirements and align college & career readiness programs.	8.1	Counselors Principals Instr. Coaches Federal Programs Director	August Training Aug-June	Naviance Planner Naviance Curriculum	Title I $12,000	100% students will participate in college/career programming and planning to enhance their awareness and responsibility for educational planning and career goal setting. 100% of HS seniors will apply to college or a post-graduation program.

4.Provide ACT/SAT prep classes to better prepare students for taking the college entrance exams.		Vice Principal Counselors	10 sessions January-March	Naviance	RLIS Grant $2100 (campus)	The percentage of seniors performing at or above college readiness criteria of ACT/SAT will increase from 3.2% to 6.4%
5.Hold community wide celebration to support college readiness and provide students the opportunity to participate in college/career readiness conference.		Federal Programs Director Counselors Parent Liasions	February (conference) Mar-April Community event	IMPACT IMPACT Conference Area colleges	Title I $1000 Ttle IV $1000	Increase networking and community awareness of college participation. 25% of high school seniors will attend the parent-student conference.

Goal 3: Implement and provide comprehensive student support services and programs to enhance academics, to eliminate barriers to learning, and to promote student success and college and career readiness.
Performance Objective 3: Performance Objective 3: CCISD will provide **counseling** and enhanced **academic advisory services** to all students to meet state and federal standards and prepare them for college and career.

Summative Evaluation: Increase the number of students passing state assessments and continuing with postsecondary education by 20%.

Activity/Strategy	CNA Ref#	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Target severely at-risk students for academic advisement through timely and in-depth coordination of services reduce the failure rate and drop-out rate.	8.1(1) 8.4	CCHS / FJH Counselors AEP/DAEP Administrator Campus Admin	Fall 2017	State Guidance and Counseling Plan Campus Guidance & Counseling Plans Naviance	SCE (campus)	Decrease dropout rate to under 2% and increase by 20% the number of students graduating with their cohort.
2.Expand career counseling services across grade levels to include Career Days, career and interest inventories, and individual academic/career counseling plans.	8.1	FP Director Head Counselor School Counselors Campus Admin	Interest Inventories- Plan- Mar-April College Fair- College Nights- 4/yr	State Guidance and Counseling Plan Campus Guidance and Counseling Plans Naviance		Increase awareness of college and career readiness as measured by 20% increase in college applications and acceptance letters.
3.Provide individual, peer, career, and job readiness counseling and self-help programs for student parents utilizing community resources.	8.1	Student Support Services Coordinator Principals Counselors	Daily as needed	ESC 20 Counseling Plan WIC, MHMR, FSA Naviance	Local	Increase graduation rates of student parents to 100%.
4.Provide transition activities and visits to help students transition from one grade level to the next and from one campus to another and to assist teaching/counseling staff in knowing in-coming students.	8.5 10.1	Counselors	Spring 2018	College trips Campus Visits Inter-campus staffings Transition meeting	Local	All students will have the opportunity to participate in transition activities.
5. Provide activities/ conditions to increase student success and participation in college admissions testing.	10.3 8,4	Counselors	September	HS Counselors Naviance		Application to become a college testing site will be made. 100% of juniors/seniors will have access to SAT/ACT practice materials.

Goal 3: Implement and provide comprehensive student support services to enhance academics, to eliminate barriers to learning, and to promote student success and college and career readiness.

Performance Objective 4: Provide an effective **discipline management system** and **behavior support program** to maximize the educational opportunities and enhance the personal and social skills of all students to meet their college and career needs and reduce referrals by 15%.

Summative Evaluation: Increase the number of students meeting state standards and continuing with postsecondary education by 20%.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Utilize positive behavior supports and social skills in grades PK-12th to enhance student cooperation and develop social skills and provide time for the implementation of restorative activities.	8.1(3)	CO Admin Head Counselor School Counselors Teachers	Weekly	Wintergarden Women's Shelter ESC20 Character Counts Seven Habits		Improved student relationships and student efficacy as measured by 15% reduction in disciplinary referrals.
2 Train a professional in behavior management at each campus to work with students who have disruptive behavior that interferes with their own learning and the learning of those around them.	8.1 8.3	District Behavior Coordinator SPED Director Principals	Daily as needed	ESC-20 Restorative Discipline PBIS	Title II	Increased amount of time that students including special education students spend in the classroom. Reduce discipline referrals for special education students by 15%.
3.Increase job-embedded training and support in classroom management techniques such as CHAMPS, Restorative Discipline, PBIS and TBSI.	8.3(2)	CO Admin AEC Administrator District Behavior Coordinator	Training: First Semester	Positive Behavior Intervention System (PBIS), ESC20 CHAMPS Resource Book, TBSI, Restorative Discipline SPED Discipline Rpts	Title II $700	Improved school-wide behavior systems with 15% reduction in number of disciplinary referrals, and increased instructional time.
4.Monitor disciplinary removals on a monthly basis and consider alternatives to suspension.	8.3(1)	CO Admin Program Directors District Behavior Coordinator Principals Assistant Principals	Weekly monitoring by principals Monthly by CO	Disciplinary reports		Increased instructional time in the general education setting as a result of a 15% decrease in number of disciplinary removals and increased time in classroom.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
5.Provide mentoring support to identified students experiencing difficulty.	8.3(3)	Principal District Behavior Coordinator	On-going	Family Service Ass		Improved school-wide behavior systems with 15% reduction in number of disciplinary referrals, and increased instructional time
6.Continue with RED Ribbon Week activities to promote drug prevention awareness and healthy choices.	8.1	CO Admin Head Counselor School Counselors Teachers	October	Community Agencies		Increased drug prevention awareness and safety through 15% reduction in referrals.
7.In coordination with community programs, provide training to staff, students, and parents in the identification and prevention of bullying and social conflict	10.2 8.3	FP Director Counselors Principals Assistant Principals	October	Positive Behavior Intervention System (PBIS), ESC 20 STAY Alert Hotline Counseling Referrals Disciplinary Referrals		Improved student relationships and reduced social conflict with a 15% reduction in number of incidents of bullying.
8.Promote the Stay Alert app on the website to encourage students and parents to report bullying incidents.	8.1	Technology Coordinator	February	Campus posters Stay Alert Counselors		Increase students' and parents awareness of ways to report bullying.
9.Develop a social skill/ etiquette scope and sequence and implement PK-12th.	8.1(3)	Counselors	November	PBIS Character Counts		100% grade levels will have targeted etiquette goals and objectives to be taught. 15% reduction in student referrals.

Goal 3: Implement and provide comprehensive student support services to eliminate barriers to learning and to promote student success and college and career readiness.
Performance Objective 5: Provide a **dropout prevention program** to reduce dropout rates to less than 1.8 % and to meet the college and career needs of all students.

Summative Evaluation: Increase the number of students meeting state standards and continuing with postsecondary education by 20%. Drop out rate will be less than the state standard.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Provide credit recovery and accrual opportunities to students at risk of dropping out or not graduating on time.	8.4(7)	AEC Administrator Principals Counselors	Throughout the year	Odyssey Ware A Plus	211 (campus)	20% more students graduate with their cohort on time.
2.Continue to provide an Alternative Education Campus and monitor effectiveness to include the number of credits being recovered at the Alternative Education Center.	8.4(7)	AEC Administrator At-Risk Counselor School Counselors Principals Assistant Principals	Six weeks monitoring	AEP Student Handbook Personal Graduation Plans Accelerated Intervention Plans Campus Guidance and Counseling Plans	SCE (campuses)	Increase number of students graduating with their cohort by 20%.
3.Continue to recapture potential dropouts with neighborhood sweeps and increased number of cohort reviews.	8.4(1)	FP Director AEC Administrator At-Risk Counselor School Counselors Principals PEIMS Clerks	August-September	PEIMS data reports NGS Clerks MSIX Attendance clerks/Parent Liaison SROs	Local	Increase number of leavers enrolling before September 29, 2017
4.Meet with Leaver Teams at each campus to review, analyze, and track leavers and to initiate contact with students and their families to support students' returning to school.	8.4(1)	Principals Leaver Team	August-September Monthly review	Monthly attendance and leaver reports and enrollment records District Leaver Procedure Manual		Dropout rate will not exceed 1.8%.

Activity/Strategy	CNA Ref#	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
5.Continue to train staff on PEIMS coding and leaver tracking procedures.	8.4.	District PEIMS Clerk Principals PEIMS Clerks	September January	ESC 20 District PEIMS Clerk Leaver Tracking Form District Leaver Procedure Manual		Eliminate errors in PEIMS coding.
6. Continue screening system at secondary to identify students at risk of dropping out and monitor the identified students grades, attendance and credits.	8.4(1)	Principals Counselors Teachers Attendance Committee	Quarterly	Staffing reports Graduation Plans Grade reports Attendance Committee		Dropout rate will not exceed 1.8%. Increase number of students graduating with their cohort by 20%.
7.Provide college preparatory support with ACT/SAT/TSI tutors and programs that assist students in accessing career and college opportunities	8.4(8) 8.1(4)	Principals	Daily Tutoring 10 sessions each semester	Naviance Peer tutors Career/college prep lab time	289 $1000 211 $11,000	Dropout rate will not exceed 1.8%. Increase number of students graduating with their cohort by 20%.
8. Provide on-going counseling and academic advisement to assist at-risk students in graduating.	8.4.(2)	Counselors	August-June	Staffing reports Graduation Plans At Risk Counselor Teacher referrals Grade reports	SCE	Dropout rate will not exceed 1.8%. Increase number of students graduating with their cohort by 20%.

Goal 3: Implement and provide comprehensive student support services to enhance academics, to eliminate barriers to learning, and to promote student success and college and career readiness.

Performance Objective 6: Provide a **safe, healthy, and enriched learning environment** to increase the readiness of all students to meet their college and career needs.

Summative Evaluation: Increase the number of students passing state assessments and continuing with postsecondary education by 20%.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Continue to provide a coordinated health curriculum in grades K-8th.	7.3	Athletic Director P.E. Teachers Principals	Weekly lessons	Bienestar Curriculum Smart Smile SHAC Student Survey	Local	Increased student awareness of healthy habits and good nutrition.
2.Review the District Emergency Operations Plan (DEOP)with all staff and conduct and monitor regular safety drills for fire, lockdowns, and tornados with all students and staff, and involve local authorities. Provide training as needed (alarm systems, double lock release, etc)	7.3	EM Coordinator Superintendent Principals Chief of Police	August Monthly drills Monitoring-Monthly	DEOP District Coordinator Region 3 Disaster District Center 24 TX Depart of State Health Services Region 8		Improved staff and student awareness of safety and security as evidenced by monitoring of monthly drills.
3.Implement and evaluate the Wellness Program activities for staff, students, and community.	7.3	Wellness Coordinator	Monthly	Risk Management System Student/Parent/Staff Surveys	Title IV $9700	Increased support for staff and student health and fitness as evidenced by pre & post surveys
4.Provide training to staff, students, and parents to ensure a safe environment in such topics as Sexual Harassment, Teen Dating Violence, Bullying, Maltreatment of Children and Child Abuse Reporting, Suicide Prevention, Conflict Resolution, CPR, First Aid, Blood Borne Pathogens, FERPA, and other required trainings as per district policies and SHAC recommendations.	5.10	HR Director FP Director School Counselors Teachers Nurses	August through November	Community Agencies ESC 20 Nurse Consultant (SHAC) Department of Family Protective Services Project H.E.A.R.T. Healthy Emerging Attitudes & Relationships for Tomorrow		Increased student and staff awareness of safe practices and healthy relationships to promote a safe environment. Reduction of disciplinary and counseling referrals by 15%.

				A Dating Violence Prevention & Intervention Program		
Activity/Strategy	**CNA Ref #**	**Person(s) Responsible**	**Timeline**	**Resources**	**Funding**	**Evidence of Success/ Formative Evaluation**
5.Align the PE curriculum grades K-12 and utilize the Fitness Program data to guide Physical Education (PE) teachers in planning for physical activity.	6.1(4)	PE Team Leader P.E. Teachers	August May	Fitness Gram Assessment	Local	Increased student physical fitness as measured by a 10% improvement in each fitness component of the annual fitness gram.
6.Provide for a well-rounded education through an integration of arts, health and safety, and nutrition into the students' academic day and through after school programs.	6.1(1)	Principals	September-May	Ballet Folklorico Mariachi Art/Music/Drama mini Classes Community resources	Title IV $13,600	Each campus will support student artistic enrichment and showcase student work to the public at least one time per year..

Goal 4: Implement and provide a supportive school context and organization that facilitate quality teaching and learning.

Objective 1: Provide effective **management systems** that support the school's mission and standardize operating procedures to meet or exceed state and federal standards.
Summative Evaluation: Programs meet or exceed compliance standards for State and Federal requirements.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Formative Evaluation
1.Update Central Office operating procedures including HR Guidelines, ESSA Policy Manual, and Business Office procedures.	12.1	Superintendent Directors	Fall 2017	For-C ESC 20	Local	Standardized operating procedures.
2.Provide staff development on financial and program requirements and procedures and on maintaining compliance documentation.	12.3	Superintendent Directors	August 2017	For-C ESC 20 Operating Manuals	Title I Local	Standardized operating procedures.
3.Provide cross-training of personnel in key positions.	12.3	Directors Principals	On-going	Directors Staff List of Alternates		Each key position has an alternate staff person trained in essential duties.
4.Increase internal audits of key programs and departments (ESSA, SCE, SPED, ESL, Business Office) to determine compliance with program requirements.	12.1	Superintendent Directors	Each semester	For-C ESC 20 Operating Manuals District Audit	Local	Standardized operating procedures.
5.Provide supplies, equipment, training, and support staff to carry out the administration of key federal and state programs.	12 (.1 & 3) 5.1	Federal Programs Director	Weekly coordination Compliance checks each six weeks	ESSA Consultants ESC20	Title I, A $46,966 Title II, A $2000 Title I, C $19,576	Compliant audits

Goal 5: Develop a culture of professionalism and a climate of trust that promote student learning and parent/ community involvement

Objective 1: Continue to build relationships, through improved **communication,** with all stakeholders.

Summative Evaluation: Transform the culture of the district as determined by a 20% improvement in satisfaction on a pre-post district climate survey.

Activity/Strategy	Title I	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1. Establish a climate of professionalism and accountability by setting expectations, monitoring progress, and providing frequent feedback through a comprehensive coaching approach.	7.1 7.2	Cabinet Principals Assistant Principals Inst. Coaches DSCI	Daily	Campus Expectations and Commitments (CPE) DSBDM Lead Teachers, Teachers T-TESS, TPESS ESC20 DCSI & PSP		80% Teachers will be minimally proficient on TTESS.
2.Use PLC protocols and monitor these meetings to ensure teachers have the opportunity for team building and collaboration through on-going discussion on campus issues and training on instructional/ curricular topics and strategies.	7.1 5.2	DSCI Campus Administration Inst. Coaches Math Coordinator Lead Teachers	Weekly	Lead4Ward *Better Teaching Structures* DMAC Data PSP ESC 20, Team Leaders Planning Wednesdays Lead4Ward		Improved teacher communication and planning processes. Baseline will be established and 80% teachers will be minimally proficient on TTESS.
3.Increase training opportunities in coaching and monitor timely feedback.	5.7	DSCI Campus Administration Inst. Coaches	February-June	ESC20 Instructional Coaches	211 $3000	
3.Monitor customer service of front office staff and support personnel to ensure effective, courteous and responsive customer service through training and follow up.	7.1	Central Administration Principals Assistant Principals	Monthly monitoring Training in August	ESC 20 Community Surveys	255 $700	20% improved customer service and improved public perceptions as evidenced by pre-post surveys.
4.Update phone system to provide better internal communication and to ensure out-of- district calls ring through.	11.2	Technology Coordinator	October	Technology Department Community surveys	.	Better communications with increased customer satisfaction.

Goal 5: Develop a culture of professionalism and a climate of trust that promote student learning and parent/community involvement.

Objective 2: Provide quality staff development to enhance the **leadership qualities** of the administrators and to strengthen the knowledge base and **instructional competencies** of the teachers and their support staff.

Summative Evaluation: Transform the culture of the district as measured by 80% teacher proficiency on TTESS and 85% administrator success on TPESS Goal Setting.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1.Internalize the school improvement process including the alignment of Critical Success Factors (CSFs) with Turnaround Principles (TPs) and accountability and carefully monitor IR campuses. Provide an annual training update.	4.2 5.4	DCSI Principals Assistant Principals	July Monthly quarterly	TAIS Process ESC 20 School Support Team	Local	Leadership effectiveness as reflected in TPESS goal setting will be at 85%.
2. Provide high quality staff development for teachers, staff, and administrators to improve instructional and leadership competencies and practices. Safeguards-Student Performance	4.1 5.5	CO Admin DSCI Program Directors Principals Assistant Principals	Pre-service- July-August In-service: August PD Days	ESC 20 Sign-Ins & Evaluations Walkthrough data District Training Plan Paraprofessional Academy	Title I $1500	Improved instructional practices as measured by TTESS and a 10% increase in student performance on STAAR/EOCs.
3.Provide professional development for instructional coaches in leadership and coaching practices.	4.1 5.3	Superintendent Principals	Quarterly	ESC-20 District Training Plan Travel	Title II $5000	100% of the campus administrators and coaches will receive PD.Leadership effectiveness as reflected in TPESS goal setting will be at 85%.
3. Establish a system to verify that campus monitoring and feedback are occurring on a regular basis.	3.1	Cabinet	Campus - Weekly District- 2 times/month	Walk Throughs T-TESS checks Cabinet Reports DMAC Equity Plan		Improved instructional practices as measured by TTESS and a 10% increase in student performance on STAAR/EOCs.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
4. Provide for calibration of TTESS for all administrators prior to teacher evaluations.	3.1	Principals HR Director	September	Walk Throughs T-TESS checks Cabinet Reports DMAC		Improved instructional practices as measured by TTESS and a 10% increase in student performance on STAAR/EOCs.
5.Provide mentoring support to beginning or new administrators and develop potential administrators from teacher leaders through shared leadership training and opportunities.	5.7	Superintendent DCSI Principals	Monthly	TAIS Process ESC 20 First Year Administrator Academies Mentoring Program Grow Your Own		Improved leadership effectiveness as measured by effective implementation and monitoring of the Campus Turnaround and/or Campus Improvement Plans.
6.Conduct administrator training and a Leadership Academy to include state and federal requirements, accountability, district program and financial procedures, district instructional initiatives and plans.	4.1	Superintendent Cabinet Administrators	August 2017	Directors ESC-20 ACET New Principal Academies	Local Title II 1500	100% of Leadership Team will have the opportunity to participate in Leadership training.

Goal 6: By June 2018, CCIS will implement a monitoring system for its Teacher Recruitment and Retention Program to ensure that all campuses at Crystal City ISD will reach and maintain a faculty and instructional support team that is 100% Highly Effective.

Performance Objective 1: By June 2018, 100% of teachers and paraprofessionals will be highly effective through recruiting and retention efforts.

Summative Evaluation: District Highly Effective Report reflects compliance with State standards.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Evidence of Success/ Formative Evaluation
1. Implement a plan for ensuring that all staff at every campus are Highly Effective and meet state certification requirements.	3.	HR Director Principals	September	HR Director ESC20 *Grow Your Own Teacher Program*	Title II, Part A $5,000 Local	Each campus will have a written plan for ensuring 100% staff meet State certification standards.
2.Develop and implement a district Equity Plan to ensure that the most experienced and effective staff are placed in the areas of greatest need.	3.2	Superintendent HR Director Principals	November	HR Director CCISD Teacher Effectiveness Matrix		The District will have a written plan for the placement of teachers for 2018-19.
3. Continue to support beginning teachers with a New Teacher Institute and a mentoring program for new or struggling teachers	3.3	HR Director Principals	August June	ESC 20 CCISD Mentoring Program Ginger Tucker consultant	Title II, Part A $12,000	Data submission logs reflect improved beginning teacher instruction, support and retention rates.
4. Support local staff who are working toward becoming highly effective by providing them with reimbursements for program and testing fees upon availability of funds.	3.2	HR Director Principals Assistant Principals	By semester	TOPP Treasuring Our Paraprofessionals (TOP)	Title II, Part A $700	Increased number of highly effective teachers and paraprofessionals.
5.Implement a teacher recruitment and retention plan that includes incentives for those serving ESL students and critical shortage areas.	3.2-3	HR Director Principals Assistant Principals	August June	Stipends	State Bilingual $1600	Increased number of teachers certified in ESL and other critical shortage areas. Increased retention of HE teachers. 100% HE Faculty and instructional support staff.

6.Extend the Grow Your Own Program to include not only teachers but recommended candidates who are pursuing advanced degrees and corresponding certification.	3.2	HR Director Principals	As requested and approved	*Grow Your Own Teacher* Program	Title II $5,000 Local	Increased number of highly effective teachers and administrators.
7. Attend recruiting fairs throughout the school year.	3.2	HR Director Principals Asst Principals	August July Spring	ESCs State Universities Job Fairs	Title II, Part A $4,000	Increased number of highly effective teaching staff hired.

Goal 7: Build strong relationships through on-going communication with parents and community.

Objective 1: Increase family engagement and community partnerships by 10% to strengthen the home-school connection to improve student achievement.

Summative Evaluation: Provide 100% of the parents the opportunities to participate in district and campus-based activities.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Formative Evaluation
1. Continue to disseminate information to parents on student progress, as well as on state, federal, and local standards through multiple forms of communication including scheduled parent meetings, media notices, and website postings.	10.1	Fed. Programs Director Principals Assistant Principals School Counselors Parent Liaisons	August June	Media, Website District & Campus Newsletters School Messenger, Brochures Teachers Student Progress Reports State and Federal Reports School communication survey		Increased communication with parents as evidenced by 90% satisfaction on school communication survey.
2. For special population student groups, provide parents with informational meetings that address their children's respective programs including eligibility; the program's model, goals and objectives; and the program benefits.	10.1	ESL Director SPED Director MEP Director Dyslexia Coordinator Principals Assistant Principals Instructional Coaches/APs Teachers	Fall 2017	Program Directors Program Guidelines	Local	100% parents of students in special programming will be invited to attend district presentation. 10% increase in student performance on state assessments for students in special programs.
3. Provide parents of students in special programs and of students moving to another campus with information through various means (meetings, campus/classroom visits, fliers) to facilitate the transition process,	10.1	Programs Directors Principals School Counselors	August- Sept & April-May	Media, Website Newsletters Brochures, Meetings State and Federal Reports	Local	Increased communication with parents as measured by sign-in sheets and surveys.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Formative Evaluation
4. Provide a parent liaison to each campus to coordinate campus parent involvement activities and to increase community engagement.	10.1	Federal programs Director Principals	August	Campus Parent Involvement Policy	Title I, Part A $2626 (Dist) $61,837 (campuses)	Increased parent participation and efficacy as measured by parent evaluations and surveys
5. Provide parents with training opportunities that target their interests and build their understanding of school issues: bullying, state standards, school policies, communication skills, health and wellness and parenting.	10.2	Fed. Programs Director Principals Assistant Principals School Counselors Parent Liaisons	Monthly Middle Way Bullying - Oct. Parent Conference- January 2018	District and Campus Parent Involvement Plans District Parent Training Plan Community Presenters Middle Way Curriculum Project Toward No Drug Abuse Evaluations Parent & Family Surveys Family Service Association IMPACT Conference	Title I, Part A $12,500 Title IV $1000	Increased parent participation and efficacy as measured by parent evaluations and surveys.
6. Network with community agencies to provide a better delivery of services and information sharing on students and families.	10.1 10.3	Fed. Programs Director Principals Assistant Principals School Counselors Parent Liaisons	Bi-monthly	Community Agencies Meetings Agency Referrals Family Service Association Middle Way Curriculum Gear Up		Improved networking for the delivery of student and family services.
7.Conduct and publicize events to encourage community and parental involvement such as Fall Festivals, Christmas Programs, Open Houses, learning nights, Health Fairs, IMPACT Parent Conference, and EOY activities.	10	Fed. Programs Director Principals Assistant Principals School Counselors Parent Liaisons	Campuses- Monthly District Parent Conference- Jan, 2018	Campus plans Teachers conferences Middle Way Curriculum Sign in sheets & agendas Parent Conference	Title I, Part A $500 Local $1500 Community donations	Increased attendance at family events
8. Implement a volunteer program to enhance two-way communication with parents, to provide on-going training and information to parents, and to	10.3	Fed Programs Director Principals Parent Liaisons	October, 2017	Volunteer Handbook Criminal fingerprinting fees DPAC IMPACT	Title I $250	Each campus will have a cadre of at least 3-5 parents who actively participate daily-weekly in campus events and

enhance student support .						decision-making.
9. Utilize parent-community groups to develop, revise and evaluate district programs and plans and provide feedback.. See Attachment #C	10	Fed Programs Director Principals Parent Liaisons	On-going	DPAC, DSBDM, IMPACT, M-PAC C-PACS CNA, Parent/Program Surveys Family Engagement Policy		Increased parent participation and efficacy as measured by parent evaluations and surveys

Goal 8: The CCISD will increase staff and student attendance.

Objective 1: The CCISD and campuses will have 96% student attendance.

Summative Evaluation: Average daily attendance (ADA) will improve 2% and no student will lose course credit due to not meeting attendance guidelines.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Formative Evaluation
1.Continue to implement the District Administrative Attendance Plan for students to include a 95% Participation Rule.	8.2.	Superintendent FP Director Principals Assistant Principals	August, 2017	District Administrative Attendance Guidelines Budgets		Improve attendance rates to a percentage point better than the previous year at each campus and at the district level.
2. Monitor student attendance on a daily basis at campuses and on a monthly basis at the district level and follow up on students with patterns of high absenteeism. (SW #9)	8.1	Superintendent FP Director Student Support Services Coordinator, Teachers Principals, Asst Principals Attendance Clerks	Monitoring: Campus- Daily District-Monthly	District Administrative Attendance Guidelines Attendance Committee Incentives School Messenger		Improved ADA (PEIMS) and student performance (DMAC).
3. Provide students and parents with intervention strategies to improve attendance and partner with community agencies to provide intervention support.	8.2	Principals Teachers Attendance Officers	Monthly	Attend. interventions Attend logs and case files Attendance Committee Review, Tutoring Logs Truancy Intervention Program (Probation Office) Community Partners		Improve attendance rates to a percentage point better than the previous year at each campus.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Formative Evaluation
4. Provide students and parents with electronic notification of unexcused absences.	8.2 10.1	Teachers School secretaries Attendance Officers	Daily	School Messenger Teacher referrals		Reduce students requiring truancy intervention strategies by 20%.
5.Revise the job descriptions of the police officers to include assisting the Truancy Officers with difficult cases.	8.2(2)	HR Director	September	Principals		Reduce students requiring truancy intervention strategies by 20%.
6.Refine the attendance policy procedures and provide more training to staff.	8.2(3)	Superintendent Principals	September	Truant Officers Attendance Committees		Reduce students requiring truancy intervention strategies by 20%.

Goal 8: The CCISD will increase staff and student attendance.

Objective 2: The CCISD and campuses will have 96% staff attendance.

Summative Evaluation: All employees of Crystal City ISD will attain, meet or exceed staff attendance goal of 96%.

Activity/Strategy	CNA Ref #	Person(s) Responsible	Timeline	Resources	Funding	Formative Evaluation
1.Implement the District Administrative Attendance Plan for staff.	7.2	Superintendent HR Director Principals Assistant Principals	August, 2017	District Administrative Attendance Guidelines Budgets		Improved staff attendance as measured by PEIMS data and staff attendance records.
2. Monitor staff attendance on a daily basis at campuses and on a monthly basis at the district level and follow up on staff with patterns of high absenteeism.	7.2	Superintendent HR Director Student Support Services Coordinator Principals, Assistant Principals Attendance Clerks Teachers	Monitoring: Campus- Daily District- Monthly	District Administrative Attendance Guidelines Attendance Committee Incentives School Messenger		Improved staff attendance as measured by PEIMS data and staff attendance records.
3. Implement the staff attendance plan that includes end-of-year incentives to encourage attendance and monitor and enforce DEC (local) on a six weeks' basis.	7	Superintendent HR Director Principals Assistant Principals	Development: August, 2016 Monitor by six weeks. Incentives provided May 2017.	District Administrative Attendance Guidelines Budgets	Local	Improved staff attendance as measured by PEIMS data and staff attendance records.

Crystal City ISD Demographic Profile 2016-17(Fall Collection)

	District	Tomas Rivera	Zavala	Benito Juarez	Fly Junior High	CCHS
Student Totals	1936	412	446	301	261	516
Africa American	.57%	0	.22	.33	1.15	1.16
Hispanic	98.5.%	99.27	98.88	98.67	97.70	97.87
White	.52%	.49	.67	0	.77	.58
American Indian	.10 %	.24	0	0	0	.19
Asian	.10%	0	0	.66	0	0
Two or More Races	.21%	0	.22	.33	.38	.19

	District	TR	Zav	BJ	FJH	CCHS		District	TR	Zav	BJ	FJH	CCHS
Economically Disadvantaged	69.11%	82.52	71.08	63.12	68.97	60.27	*Homeless	7.08	12.62	5.38	6.98	6.13	4.65
*Migrant	4.49	2.67	4.04	2.99	2.67	6.01	Unaccompanied Youth(Cade 3)	6.87	12.62	5.38	6.98	5.75	4.07
Special Education	10.12	8.50	9.19	14.62	9.58	9.88	*Foster Care	.0	0	0	0	0	0
Dyslexia	4.80	0	9.19	6.31	0	3.29	Career & Technology	19.11	N/A	N/A	NA	0	71.71
Bilingual/ESL Education	2.89	1.94	2.69	3.0	1.94	3.68	Gifted & Talented	5.68	.97	7.85	7.64	.97	6.20
LEP	3.36	2.18	3.36	2.66	2.18	4.07	At Risk	60.07	47.09	56.05	58.14	70.5	69.77
Mobility Rate - (Source-2017 TexasAccountability Summary)		11.3	12.1	8.6	11.8	9.9	Disciplinary Placements OSS	116	NA	21	11	27	50
Attendance Rate (2016-17) (Source-SAT 2300)	94.75	94.6	95.68	96.03	94.48	93.45	Disciplinary Placements ISS	292	NA	1	13	139	138
Male	50.98	51.94	54.04	53.49	51.94	52.13	Disciplinary Placements DAEP	24	NA	0	0	12	14
Female	49.02	48.06	45.96	46.51	48.06	47.87							
							Data Sources:	TEA Student Achievement Data Tables (Index 1-4) PEIMS Student Data Report, Fall 2016-17 PEIMS SDS0900 Action Summary Rpt (Discipline)					

TEA Student Achievement Data Tables 2017, Index 1-4

Index 1 Pts 60	STAAR Sum of All Grades Tested	District	Hispanic	African	White	Asian	American Indian	Two or More Races	Economically Disadvantaged	ELL	Special Ed
1	STAAR All Subjects	60%	60%	68%	33%	83%	100%	100%	55%	39%	25%
1	STAAR Reading/ ELA	56%	56%	75%	17%	67%	100%	100%	50%	33%	19%
1	STAAR Math	67%	67%	67	40	100%	*	100%	63%	54%	35%
1	STAAR Writing	37%	38%	*	33%	*	*	*	31%	50%	11%
1	STAAR Science	69%	69%	75%	100	*	*	100%	60%	29%	26%
1	STAAR Social Studies	60%	60%	*	*				65%	29%	26%
Index 2 Pts 39	All Subjects Met or Exceeded Progress	64%	64%	*86	25%	50%	*	50%		60%	63%
	All Subjects Exceeded Progress	16%	16%	29%	0	25%	0	50%		13%	12%
	Met or Exceeded Progress-Reading	59%	59%	100%	50%	50%	0	50%		45%	56%
	Exceeded Progress-Reading	16%	16%	33%	0	50%	0	50%		8%	12%
	Met or Exceeded Math Progress	69%	69%	75%	0%	50%		50%		76%	70%
	Exceeded Progress-Math	16%	16%	25%	0%	0%		*		19%	12%
Index 3	% Approaches Grade Level Standard Reading	56%	56%	75%	17%	67%	100%	100%	50%		
	% at Masters Grade Level Standard Reading Math	7%	9%	0%	0%	0%	0%	0%	7%		
	% Approaches Grade Level Standard Math		67%	67%	40%	100%	--	100%	63%		
	% at Masters Grade Level Standard Math		11%	17%	0%	33%	--	50%	9%		

	STAAR Sum of All Grades Tested	District	Hispanic	African	White	Asian	American Indian	Two or More Races	Economically Disadvantaged	ELL	Special Ed
	% Approaches Grade Level Standard Writing		38%	--	33%	--	--	--	31%		
	% at Masters Grade Level Standard Writing		3%	--	0%	--	--	--	3%		
	% Approaches Grade Level Standard Science		65%	50%	--	--	100%	100%	60%		
	% at Masters Grade Level Standard Science		3%	0%	--	--	0%	0%	4%		
	% Approaches Grade Level Standard Social St		69%	75%	100%	--	--	100%	65%		
	% at Masters Grade Level Standard Social St		11%	25%	100%	--	--	0%	4%		
Index 4 75	All Students Post Secondary Readiness Meets Grade Level	29%	29%	44%	14%	50%	0%	50%	--	n/a	n/a
	Post Secondary Readiness- 4-yr Grad Rate 2016	92.1%	92.0%	--	100%	--	--	--	--	100%	100%
	5-Yr Extended Grad Rate (9-12) Class of 2015	2.0%	2.0%	0.0%	0.0%	0.0%	0.0%	--	--	0.0%	5.6%
	Longitudinal RHSP/DAP Rate	91.1%	91.1%	--	--	--	--	--	--	n/a	n/a
	Longitudinal RHSP/DAP/FHSP-E/FHSP-DL Grad Rate Class 2016	79.3%	80.0%	--	0.0%	--	--	--	--	n/a	n/a
	Annual RHSP/DAP Grads 2015-16	90.4%	90.4%	--	--	--	--	--	--	n/a	n/a
	RHSP/DAP/FHSP-E/FHSP-DL Grad Rate Class 2015-16	74.6%	75.2%	--	0%	--	--	--	--	n/a	n/a
	College & Career Readiness	88.9%	89.6%	--	0%	--	--	--	--	n/a	n/a

2017 TEA Accountability Summary

District- Crystal City ISD					
Index	Points Earned	Max. Points	Index Score	**Post Secondary Readiness**: percent of Measures in Top Quartile 2 out of 12	17%
Student Achievement	1,850	3068	60		
Student Progress	308	800	39		
Closing Performance Gap	283	1000	230		
Post Secondary Readiness				**Safeguards**	
•STAAR Score	7.3			Performance Rates 10 out of 20	50%
•Graduation Rate Score	23.0			Participation Rates 10 out of 10	100%
•Graduation Plan Score	22.8			Graduation Rates 3 out of 3	100%
•Postsecondary Component Score	22.3		75	**Met Standard- Student Achievement- 24 out of 34**	71%

Zavala Elementary					
Index	Points Earned	Max. Points	Index Score	Performance Rates- 2 out of 9	22%
Student Achievement	341	706	48	Participation Rates- 6 out of 6	100%
Student Progress	144	400	36	Graduation Rates	N/A
Closing Performance Gap	141	600	24		
Post Secondary Readiness				Total **Improvement Required-** **8 out of 15**	53%
•Star Score	20.5			**Student Achievement**	48%
•Graduation Rate Score	N/A			**Closing Performance Gap,**	24%
•Graduation Plan Score	N/A				
•Postsecondary Indicator Score	N/A		21		

2017 TEA Accountability Summary

Benito Juarez	Points Earned	Max. Points	Index Score		
Student Achievement	428	703	61	Performance Rates- 4 out of 11	36%
Student Progress	251	600	42	Participation Rates- 8 out of 8	100%
Closing Performance Gap	167	600	28	Graduation Rates	N/A
Post Secondary Readiness					
•Star Score	19,0			Total **Met Standard- 12 out of 19**	63%
•Graduation Rate Score	N/A				
•Graduation Plan Score	N/A				
•Postsecondary Indicator Score	N/A		19		

Fly Junior High	Points Earned	Max. Points	Index Score	Performance Rates- 8 out of 15	53%
Student Achievement	532	861	62	Participation Rates- 8 out of 8	100%
Student Progress	237	600	40	Graduation Rates	N/A
Closing Performance Gap	302	1000	30		
Post Secondary Readiness				Total **Met Standard- 16 out of 23**	70%
•Star Score	23.0				
•Graduation Rate Score	N/A				
•Graduation Plan Score	N/A				
•Postsecondary Component Score	N/A		27		

Crystal City High School	Points Earned	Max. Points	Index Score	Performance Rates- 9 out of 14	64%
Student Achievement	548	797	69	Participation Rates- 8 out of 8	100%
Student Progress	142	400	36	Graduation Rates- 3 out of 3	100%
Closing Performance Gap	325	800	41	Met Federal Limits on Alternative Assessments	N/A
Post Secondary Readiness				**Total Met Standards 20 out of 25**	80%
•Star Score	11.0				
•Graduation Rate Score	23.0				
•Graduation Plan Score	22.8				
•Postsecondary Composite Score	22.3		79		

Performance Based Monitoring System (PBMAS) 2017

Every Student Succeeds Act (Stage 1)			Special Education Stage 3		
Ref #	Indicator	Indicator Level	Ref #	Indicator	Indicator Level
#1i	Title I Part A STAAR 3-8 Passing Rate- Mathematics- 70	0 RI (64.7%/ 55.1%)	#1i	SPE STAAR (R) 3-8 Passing Rate- Mathematics 70	3(31.7%)
ii	Title I Part A STAAR 3-8 Passing Rate- Reading- Standard-70	2 (57.1%)	ii	SPED STAAR (R) 3-8 Passing Rate- Reading 70	3 (24.4%)
iii	Title I Part A STAAR 3-8 Passing Rate- Science- 65	1 (56%)	iii	SPED STAAR (R) 3-8 Passing Rate- Science- 65	3(20.0%)
iv	Title I Part A STAAR 3-8 Passing Rate- Social Studies- 65	2 (50%)	iv	SPED STAAR (R) 3-8 Passing Rate- Social Studies 65%	31 (11.1)
v	Title I Part A STAAR 3-8 Passing Rate- Writing- 70	3 (37.5%)	v	SPED STAAR (R) 3-8 Passing Rate- Writing 70%	4 (14.8%)
2iv	STAAR EOC Passing Rate ELA- 60%	0- RI (57.9%/ 51.1%)	3.i	SPED STAAR EOC Passing Rate - Math 65%	3(28.8%))
3	Title I Annual Dropout Rate 1.8	0-RI (1.9/ 3.2)	iii	SPED STAAR EOC Passing Rate- Social Studies 70%	3(38.9%)
#6i	Migrant STAAR 3-8 Passing Rate- Mathematics 70	0-RI (61.1/51.0)	iv	SPED STAAR EOC Passing Rate ELAR -60%	4 (6.1%)
ii	Migrant STAAR 3-8 Passing Rate- Reading 70	2 (55.3%)	#4	SPED STAAR Alternate 2 Participation Rate 10%	1 (11.3%)
iv	Migrant STAAR 3-8 Passing Rate- Social Studies 65	3SA (44.4/25.0/33.3)	#9	SPED Annual Dropout Rate (Grades7-12)- 1.8%	2 (3.4%)
v	Migrant STAAR 3-8 Passing Rate- Writing 70	3 (24.1)		**Biligual Education/English as a Second Language (Stage 2)**	
	Career & Technology Education (Stage 1)		#1.i	ESL STAAR 3-8 Passing Rate Math 70	3(36.4%)
#1.iv	CTE STAAR EOC Passing Rate ELAR 60	1(56.4%)	ii	ESL STAAR 3-8 Passing Rate- Reading 70	3 (29.1%)
#3. iv	CTE Eco Dis STAAR EOC Passing Rate-ELA 60	2 (48%)	iii	ESL STAAR 3-8 Passing Rate – Science 65	3(30.0/ 42.9/ 0.0%)
#4 iii	CTE SPED STAAR EOC Passing Rate-Social Studies 70	3 (25%/ 40%/ 33.3%)	ii.	ESL STAAR 3-8 Passing Rate – Social Studies 65	3 (0.0/ 16.7/ 0.0)%
#4 iv	CTE SPED STAAR EOC Passing Rate-ELAR 60	4 (7.7%)	#5.iv	LEP EOC Passing Rate ELAR 60	3 (22.5%)
	Data Source: TEA 2017 Performance -Based Monitoring Analysis System	Required Improvement	.	TELPAS Composite Rating student in US multiple years 7.5	1 (8.3%)

Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

Attachment A- Updated 8-24-17

School District: Crystal City ISD	**Priority for Service (PFS) Action Plan**	Filled Out By: Adelicia Leeper
Region: 20	School Year: 2017 - 2018	Date: August 24, 2017

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

Goal(s)	**Objective(s):**
One hundred percent (100%) of all identified PFS student will be offered services to assist them in being successful on their State assessments or in obtaining their Certificate of High School Equivalency. Ninety percent (90%) of all identified PFS students will make adequate yearly growth as measured by Index 2 of STAAR/EOC. Fifty per cent (50%) of the PFS students will meet passing state standards on their State assessments.	1.Monitor the progress of PFS students regularly to ensure that they are making adequate progress and adjust interventions according to individual student need. 2.Communicate the progress and determine the needs of the PFS students with all appropriate stakeholders. 3. Provide educational and social support to PFS students to ensure that they receive priority access to all available campus and community interventions to meet their needs.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	15th of each month	NGS Clerk	NGS Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 21-25, 2017	MEP Director	PFS Action Plan
Additional Activities			
▪			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August, 2017 Monthly – 15th of each month	MEP Director	Campus Orientation over MEP PFS Monthly Rpts
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	•October 9-13, 2017 •September 25-29, 2017	Student Service Coordinator	•Home Visit Log and Agenda •MEP Parent Mtg
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	First week of each six weeks beginning with 2nd six weeks	Student Service Coordinator	Home Visit PFS Contact Form
Additional Activities			
▪			
Provide services to PFS migrant students.			
•The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Beginning September,2017 and monthly thereafter.	MEP Director	•PFS Reports •PFS Progress Reports •PFS Campus Staffings •MEP Staff Mtgs
•The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Monthly	MEP Director	•PFS Staffings •Agency Referrals •IMPACT Orientation •Counselor Contact
•The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	•Quarterly: 9/5/17;Dec.; March; May •Monthly	MEP Director	•Cabinet Coordination Meetings •Budget Reviews
Additional Activities			

Attachment B
ID & R Plan 2017-18

Crystal City Independent School District
Migrant Education Program

MEP: Identification and Recruitment Plan 2017-18

Objective #1 Training will be provided to all MEP staff to meet program guidelines and to ensure for the proper identification, recruitment and delivery of services to migrant students and their families				
Activity	**Timeline**	**Staff Responsible**	**Resources**	**Evaluation**
Attend Identification & Recruitment (ID&R) training offered by ESC-20 Recruiters. Attend ID&R and NGS training offered by ESC20- Designated SEA Reviewers.	Fall, 2017 as scheduled	All recruiters and Designated Reviewers for MEP	Migrant Training Manual On-line Training	Certificates of Training
Objective #2: District and migrant personnel will apply all Migrant Identification and Recruitment guidelines to identify, recruit and serve all migrant students in the district				
A. Meet with all ID&R staff to brainstorm and develop strategies for effective recruitment.	August, 2017	Migrant Director, recruiters, and reviewers for MEP	Recruitment Plan	Recruitment Plan Sign In
B. Finalize all forms, documents, and logs. Disseminate and train staff on all forms that will be used by the MEP ID&R staff and on forms and surveys to be used in registration.	August, 2017	Migrant Director, Student Services Coordinator, recruiters and other MEP staff	Forms Surveys Logs	All forms updated
C. Make recruiter assignments making sure that account for year-round, ongoing recruitment efforts to include school/campus, preschool, community and out-of school youth.	August, 2017	Recruiters and Designated SEA Reviewers for MEP	Student Lists	Recruiter assignments
D.1 Conduct ID & R: Potentially Eligible Migrant Children: Contact using door-to-door recruitment efforts, by conducting family surveys, during registration, etc targeting both enrollees and non-enrollees (0-21).	August, 2017 Currently eligible children.	MEP Recruiters	Family Work Survey Migrant Brochure COE	Family Contact Log COE

Activity	Timeline	Staff Responsible	Resources	Evaluation
D.2 Conduct ID&R: Currently Eligible Migrant Children: Contact families to determine if new qualifying move was made. Complete new COE if needed. Share COE copies with appropriate entities	Continue recruitment efforts throughout year for potentially eligible students.	MEP Recruiters	COEs Supplemental Documentation Forms	COE Reports
E. Complete COE's: Complete COE's and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed COE's and COE-SDF to Designates SEA Reviewer for review.	Within 3 days of parent's signature	MEP Recruiters	COEs Supplemental Documentation Forms	COE Reports
F. Review of COESs: Designated SEA Reviewer reviews COE and accompanying Supplemental Documentation Form for all families with new QADs. Return COE and SDF to recruiter is additional information is needed. Submit to NGS Terminal Site after eligibility review is complete.	Within 5 days of parent's signature	MEP Reviewers	COEs Supplemental Documentation Forms	COE Reports
G. Conduct Residency Verification for all currently eligible children who have not made a new qualifying move(QAD) during the current reporting period.	Between Sept. 1st and Nov.1st for 2 year olds turning 3 on or before their third birthday	MEP Recruiters	Travel log	COEs
H.1 Other: Develop and post recruitment posters at each campus and throughout the community to Inform the public and eligible migrant families of available supplemental services and how to contact the migrant staff	July - May	Migrant Director, Student Support Coordinator, Recruiter NGS Clerk	Meetings Recruitment Posters	Site Posting log

Activity	Timeline	Staff Responsible	Resources	Evaluation
H.2 Develop and pass out a recruitment brochure at school and community events that provides information about the migrant services.	July - May	Migrant Director, Student Support Coordinator, Recruiter NGS Clerk	Brochure	Meeting agendas, sign in sheets, event notices
H.3 Contact campus and counselor's secretaries to check new enrollees for possible eligible migrants. Review PEIMS data to update migrant status	August – May (weekly) October-May	Recruiter, NGS Clerk PEIMS Coordinator Migrant Director Student Services Coordinator NGS Clerk	List of new enrollees PEIMS Report	Compare the PEIMS list with Migrant COEs. 100% Migrants coded in PEIMS

Objective #3: To network with intraregional growers and employers to ensure staff have a good understanding of the agriculture in the area so as to better determine eligibility.				
A. Make contact with potential growers: Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Contact all growers in the district by November 1st	All Recruiters, MEP Director and Student Services Coordinator	Texas Fresh Produce Availability Chart Zavala County Extension Agency	Grower Contact Log
B. Develop calendar and maps: Develop profiles/calendars reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/ neighborhoods where migrant families reside.	By December 1 and update on an on-going basis throughout the year	All Recruiters, MEP Director and Student Services Coordinator	agnews.tamu.edu/comcal www.nass.usda.gov Charts and Maps	South Texas Agricultural Map with local crops posted

Attachment #B- ID & R Plan 2017-18

Objective: #4 District and migrant personnel will coordinate with other agencies to identify and recruit migrant students and to provide services to migrant families.				
Activity	**Timeline**	**Staff Responsible**	**Resources**	**Evaluation**
Hold a community agency meeting to share information and to network with the different agencies to provide services to migrant families.	November	Migrant Director and Student Services Coordinator	Budget Resource Directory	Sign In Agenda News Release
Contact Head Start, Even Start and TX Migrant Council for any possible eligible migrant students.	September - May	Recruiter, NGS Clerk	Lists of Students	Increase the identification of P3-P5 migrant students

Objective: #5 District and migrant personnel will work with students and families to ensure that they are fully informed about the program and have a smooth school transition.				
Activity	**Timeline**	**Staff Responsible**	**Resources**	**Evaluation**
A. Provide an overview of the Migrant Program to parents during the Annual Parent Meeting and PAC meetings.	October	ESC 20 Personnel Migrant Director, Recruiter, NGS Staff, Principal & Student Support Staff	COE and general Migrant Information	PAC Agenda, sign-in and minutes
B. Hold regular Parent Advisory meetings to keep parents informed about the Migrant Program and to get their input on activities and ways to serve the students and families.	Each six weeks	Migrant Director, Recruiter, NGS Staff, & Student Support Coordinator	COE and general Migrant Information	PAC Agenda, sign-in and minutes
C. Submit migrant student withdrawal dates and partial credits to NGS Staff on the date the student withdraws and review information in order to address students' educational needs.	Year Round weekly	Migrant Director, Recruiter, Counselors, NGS Clerk Student Services Coordinator	Terminal Site Log TeXIS Entry/ Withdrawal Form	0% Error on terminal site log to identify dropouts. Review PFS transfer record.
D. Provide educational record to each migrant family upon withdrawal from school in an identifiable packet.	January-May	Migrant Director, Recruiter and NGS Staff, & Student Support Staff	Migrant Information in an identifiable bag	Migrant Information in a identifiable bag
E. Continue to input newly identify students into PEIMS and provide parents with their COE copy.	Year Round	Recruiter NGS Clerk	Copies of COEs	100% Migrant coded on PEIMS

Attachment #B- ID & R Plan 2017-18

Objective: #6 The District Migrant Education Program will ensure quality control of funds and services.				
Activity	**Timeline**	**Staff Responsible**	**Resources**	**Evaluation**
A. Written quality control procedures that outline ID&R will be developed, implemented, and monitored to ensure compliance with the guidelines.	By August 31	MEP Administrator, recruiters, Designated SEA Reviewer, and other MEP Staff	ID&R Manual	Procedures Manual
B. Eligibility review: Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and State/MEP as outlines in the ID&R Manual.	On-going throughout the year	Designated SEA Reviewer, MEP Director, and ESCMEP contact	ID & R Manual	Quality Control Report
C. Monitor and address ongoing training needs for ID&R Work with ESC to provide training support to MEP recruiters, reviewers, and other MEP staff as specific needs are observed throughout the year.	As needed throughout the year	All MEP Staff	ESC-20 Training Calendar	Training Log Staff Needs Assessment
D. Maintain up-to-date records for both active and inactive records. File COEs in alphabetical order by mother's current last name. Heading Section COE, number (5) and retain for seven (7) years from the date eligibility ends.	On-going throughout the year	On-going throughout the year	Storage Bins NGS Trackimg	File Review
E. Coordinate with ESC-20 for annual validation through re-interview process according to instructions set forth by TEA.	January-June	ESC, MEP StaffChildren previously identified & selected by State MEP	Contact LogCOE	Validation Report
F. Review PEIMS data to insure correct coding and determine the student status.	April	Migrant Program Staff	PEIMS Reports & NGS Reports	NGS & PEIMS report corrections

Attachment #B- ID&R Plan -2017-18

Objective: #7 The District Migrant Education Program will ensure quality control of funds and services through program evaluation.				
Activity	**Timeline**	**Staff Responsible**	**Resources**	**Evaluation**
Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into the ID&R plan for continuous improvement.	May 2018	Staff: All MEP staff Others: Parent Policy Council	PAC Agenda and Minutes ID&R Plan	Program Evaluation Needs Assessment Parent Surveys Sign Ins

Attachment #C

Crystal City Independent School District

Title I, Part A Program—Family Engagement Policy

The Crystal City Independent School District is committed to fostering and promoting parental involvement as required in Title I, Part A, Section 1118. To accomplish this goal, our schools will involve parents in the development of the district 's family engagement policy and the process of school review and improvement through the following types of involvement activities:

- Parental involvement group meetings
- Conducting parent surveys
- Consultation
- Frequently scheduled parent meetings
- Conferences
- School improvement meetings

Goal 1: Crystal City ISD will foster effective parental involvement strategies and support partnerships among schools, parents, and the community to improve student achievement.

Strategies for reaching goal

1. Jointly develop the district parental involvement policy with input from parents and disseminate the plan to all parents at the beginning of the school year at registration or by direct mail and posting of the plan on the district's web site.
2. Involve parents in the joint development with district personnel of the Schoolwide Plan (District Improvement Plan) and, if necessary the School Improvement Plan, and in the evaluation of the effectiveness of those plans as required by PL107-110, Section 1118 (a)(2)(A).
3. Hold annual meeting at each campus in the Fall to advise parents about the schoolwide Title I, Part A Program, its requirements, and their right to participate in development of the parent involvement policy.
4. Reserve of a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools. The use of these funds will be determined by staff and parents through a needs assessment.

5. Coordinate parental involvement activities with those of other programs such as Head Start, Bilingual, Migrant, Special Education, Family Services, and Gear Up through joint trainings, parent activities, and shared events.
6. Establish parental involvement contact person at each of the Title I, Part A schools at the beginning of the school year to provide on-going coordination, technical assistance , and other support to the campuses in the planning and implementation of parent activities to improvement student academic achievement.
7. Conduct an annual spring review of the effectiveness of the parental involvement policy including the identification of barriers that limit parent participation.
8. By October of the current year, organize a district parental involvement committee (DPAC) to create and/or review a parental involvement policy and implement parental involvement activities throughout the school year.
9. Ensure that all parents, including the parents of children with disabilities or limited English proficiency, have the same access as other parents including information in a language and form they can understand by providing translations and translators and ensuring participation of these families in decision-making groups.

Goal 2: The district will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective family engagement.

Strategies for reaching goal

1. Conduct ongoing site visits to observe family engagement practices and collect monthly parent involvement activity logs with documentation from each campus.
2. Provide materials and training to assist parents in supporting their child's academic achievement through campus meetings, newsletters, conferences and informational presentations at each campus throughout the year.
3. Enhance the awareness and skills of teachers, pupil services personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners by providing training with input from parents in parent involvement topics at the beginning of the school year.
4. Ensure, to the extent possible, that information is sent home in a language and in a reader friendly format parents will understand.
5. Provide information on adult literacy training available in the community and partner with those providers to establish a contact person to make referrals client friendly.

6. Provide a copy of the school policy to each school for parents to view as well as provide a copy to each parent. The policy will be disseminated in multiple ways such as printed in the student handbook, posted on the district website, passed out at registration or during Title I Parent meetings or by direct mail out.
7. Monitor each Title I, Part A school through the collection of agendas, sign-ins, and meeting minutes to ensure that each school performs the following tasks:
    a. Develops a parental involvement policy in conjunction with parent in-put.
    b. Offers flexible meeting times.
    c. Provides information to parents about the school's programs, including parent information guides.
    d. Develops and uses a School–Parent Compact.
    e. Provides training for parents in working with their child(ren) to improve academic achievement, to include training on the school's grade book system in order to have real–time access to their child's attendance and achievement.
8. Reinforce parenting skills by providing training through such programs as *Middle Way* to support the acquisition of academic skills and their application in real–life situations for parent use.
9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities that are "a good fit" for our parents as well as training staff to encourage and build volunteer efforts.
10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school–related activities.

Goal 3: The district will build the school's capacity for strong family engagement.

Strategies for reaching goal

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A through Title I, Part A Meetings, website, and campus and district PACs.
2. Provide assistance to parents in understanding topics such as the following:
    - the State's academic content standards
    - the State's student academic achievement standards
    - the state and local academic assessments including alternative assessments

- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators

2. Coordinate with the campus Parent Liaisons and groups such as the PTO to assist in the development of parent engagement groups at each school.
3. Encourage the formation of partnerships between schools and local businesses through networking meetings.
4. Provide training and resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
5. Involve parents through an annual survey to improve school effectiveness.
6. Approve reasonable and necessary expenses associated with parental involvement activities such as childcare and materials.
7. Provide any reasonable support for parental involvement at the request of participating Title I, Part A parents.

Goal 4: The district will conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater parent participation.

Strategies for reaching goal

1. Survey parents annually, including questions to identify barriers to family engagement. Survey will be conducted during Report Card Nights, through mail-outs, and/or on-line through Survey Monkey.
2. Provide an opportunity for parents to assist in the development of the evaluation procedures, including analysis of data collected.
3. Develop procedures for collecting parent participation documentation through sign–in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year. Semi annual reports will be made to the School Board.
4. Use findings from evaluation process to
   - Make recommendations to each participating school for family engagement policy revisions including strategies for eliminating or reducing barriers to parent participation.
   - Provide suggestions for designing school improvement policies, as they relate to parental involvement.

5. Develop and disseminate an annual parent activity evaluation report to share with parents, staff, and the community through various venues such as the website, newsletters, and social media.

Adoption:

This district-wide Parent Involvement Policy has been revised jointly with, and agreed upon, by parents of children participating in Title I, Part A , Program, as evidenced by the minutes of the District Parent Advisory Council of 2016-17 dated 11-28-16. The plan was again reviewed, revised and approved on 10-11-17 by the District Parent Advisory Council.

The District's Title I Program shall be planned, designed, and implemented with meaningful consultation with parents of participating students. This consultation shall be organized, systematic, on/going, informed, and timely in relation to decisions about the program. To this end, the District shall: Develop written policies, after consultation with and review by parents, to ensure parental involvement, including the District's commitment to give timely responses to recommendations by parents, and make those policies available to parents of participating students. Convene an annual meeting, to which all parents of participating students are invited to explain the programs and activities provided in the Title I program. Provide parents with reports of participating students progress. (Parent Connect, 3rd Week Progress Report, Six Weeks Report Cards To the extent practical, conduct a parent/teacher conference with the parents of each student to discuss the student's progress, placement, and methods the parent can use to complement instruction. Make Title I personnel (counselor, teachers, aides) readily accessible to parents. Permit parents to observe Title I program activities. If parents desire, provide opportunities for regular parent meetings to formulate input to the program. Provide parents with timely information about the program. Make parents aware of parental involvement requirements and other relevant program matters. (Home/School Compact) Provide reasonable support for parental involvement activities, as parents may request. Coordinate, to the extent possible, parental activities such as the Parent Conference. To the extent practicable, provide information, programs and activities for parents in a language and form that the parents understand. Through consultation with parents, annually assess the effectiveness of the parent involvement program and determine what action needs to be taken, if any, to increase parental participation. Train parents to work with their child at home.

McKinney-Vento Act (including Foster Care)
The McKinney-Vento Homeless Assistance Act includes a definition of who is considered homeless for the purposes of this subtitle of the Act and, therefore, eligible for the rights and protections it provides. The guiding phrase of the definition states that children and youth who "lack a fixed, regular, and adequate nighttime residence" are considered homeless. The definition then specifies some living arrangements that would be considered a homeless situation due to not meeting the fixed, regular, and adequate standard. Examples include children and youth who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; children and youth who are staying in a motel or hotel due to lack of adequate alternative accommodations; children and youth who are living in an emergency or transitional shelter; and many other situations.

Coordinated School Health & School Health Advisory Councils (SHAC)
A quality CSH program is an integrated set of planned, sequential, school-affiliated strategies, activities and services designed to promote the optimal physical, emotional, social and educational development of students. The program involves and is supportive of families and is determined by the community. It is based on local needs, resources, standards and values. It is coordinated by a multidisciplinary team (CSH Leadership Team) that is accountable to the community for program quality and effectiveness. By addressing health-related issues, schools not only foster students' academic achievements, but also help to establish healthy behaviors that last a lifetime.
A SHAC is a group of individuals representing segments of the community, appointed by the school district board of trustees to serve at the district level, to provide advice to the district on coordinated school health programming and its impact on student health and learning. SHAC's provide an efficient, effective structure for creating and implementing age-appropriate, sequential health education programs, and early intervention and prevention strategies that can easily be supported by local families and community stakeholders. Each campus has representation on CCISD's SHAC.

Suicide prevention
We use a guide called the Youth Suicide Prevention School-Based Guide which is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide will help to provide information to schools to assist them in the development of a framework to work in partnership with community resources and families.

Conflict resolution/Discipline Management/Violence Prevention
CCISD employs and Positive Behavior Intervention Support (PBIS) approach to students' behavior. We utilize the CHAMPS resource guide to implement STOIC principles. Project Wisdom is one of the oldest and most respected character education programs in the nation. There are three key components to this nationally-recognized, proven-effective program that comprise our approach to character education. Each component supports the other. The centerpiece of the program is a library of thought-provoking, inspirational messages which are narrated over your PA, followed by a content based character lesson centered around the "Words of Wisdom topic. In just one minute a day, you can reach every student and every staff member with a few words of wisdom that uplift and encourage. We offer three series of proven-effective broadcast messages. Each series comes with a binder containing enough messages to narrate for an entire school year. Your whole campus will start the day on a positive note that encourages everyone to do and be their personal best. Through this comprehensive program we are addressing various drug and violence prevention categories for our students daily. Project Wisdom encourages students to reflect upon the meaning of civic and personal values and the application of those values in their daily lives. Our data indicate reductions in discipline referrals as well as strong improvements in teacher morale, school climate, and social-emotional competencies. Current evidence suggests that good character education raises student grades and test scores.

Texas Behavior Support Initiative
The TBSI training modules are designed to assist campus teams in developing and implementing a wide range of behavior strategies and prevention-based interventions. These skills help educators establish school-wide, classroom and individual student level systems of support. The TBSI: Schoolwide Discipline Project and TBSI Interventions for Statewide with chronic behavior were developed based on needs assessment data collected during the 2002-03 school year.

Dyslexia Services
The Goals of the Dyslexia program are:
1. Develop and implement strategies for the appropriate identification and placement of all students who demonstrate characteristics of dyslexia.
2. Develop and implement procedures to monitor and record student's progress in the instructional program.
3. Ensure that the instructional programs utilized meet the components of an appropriate program as deemed by the Texas Education Agency to successfully serve our students.
4. Provide staff development to enable district personnel to implement dyslexia services.
5. Increase public awareness and understanding of dyslexia.

Objectives:
1. Students will learn and understand the English Language better.
2. Students will become successful readers.
3. Students will become more successful at the concepts of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. Students handwriting and spelling skills will improve and be more successful.

Gifted and Talented

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

Students may be referred to the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL. Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but not be limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, teacher nominations based on classroom observations, student/parent conferences, and available student work products. A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District. Parents and students shall be notified in writing of selection for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the student and the parents before a student is placed in a gifted program.