

Clarendon CISD

District Improvement Plan

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Clarendon CISD, in partnership with the home and community, is to teach, challenge, and inspire each student to succeed in the global community.

"Striving Today for a Better Tomorrow"

Vision

Clarendon CISD and its campuses will be known for commitment to our students futures, exceptional academic and extracurricular achievements, the value we bring to the community and its families, the stewardship of our resources, and the professionalism demonstrated by our staff, teachers, administration, and school board.

Value Statement

These following belief statements represent the fundamental convictions, values, and character of Clarendon C.I.S.D., and will be reflected through our behaviors and district improvement efforts.

- We believe that every student can learn regardless of gender, ethnicity, and socioeconomic status.
- We believe that schools should provide a safe, secure and well-disciplined learning environment
- We believe that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.
- We believe in promoting community service, individual worth, and respect for the cultural diversities and contributions of others
- We believe that students must be taught "how to learn," and challenged to think logically, independently, and creatively so that they can live and work in a world that is rapidly changing.
- We believe in promoting partnerships that will increase community support and parental participation in promoting the social, emotional, and academic growth of children.
- We believe that communication is a vital part of student success.
- We believe our actions should be visionary and proactive in purpose through personnel, parents, pupils, and programs.
- We believe in managing our resources in a manner that will foster equity, quality, and accountability.

So that...Student Performance will be enhanced!

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Goals

Goal 1: Clarendon CISD will prepare all students to graduate with the knowledge and skills required to be successful in college, military or career.

Performance Objective 1: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators by 10% by the end of the school year.

HB3 Goal

Evaluation Data Sources: Analysis of TAPR and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Expand dual credit and CTE offerings in partnership with Clarendon College and local businesses. Strategy's Expected Result/Impact: More students will graduate with an associate's degree and earn dual credits prior to high school graduation with impacts to CCMR accountability indicator. Staff Responsible for Monitoring: High School principal and PEIMS clerk.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide SAT/ACT preparation courses to students. Strategy's Expected Result/Impact: Increased scores on SAT/ACT with direct impacts to CCMR indicator in accountability Staff Responsible for Monitoring: Campus principal, counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Identify students who are at-risk of graduating and provide support as necessary including credit recovery options. The State's criteria for identifying students at-risk will be used. Strategy's Expected Result/Impact: Increase cohort graduation rate by providing services to those who are at-risk of graduating. Staff Responsible for Monitoring: Counselor, principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Federal Programs Coordinator will coordinate the district federal/special programs, collaborate with district staff and ESC16 personnel to formulate, develop, implement, and evaluate federal/special programs. Strategy's Expected Result/Impact: Increased coordination between programs. Staff Responsible for Monitoring: Federal Programs Coordinator Funding Sources: ESC16 contracted services - 211 - Title I-A, Imp Basic Prg - 6239-00.99-1-30000 - \$9,491, District Federal Programs Coordinator - 211 - Title I-A, Imp Basic Prg	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue providing pregnancy and parenting related services to parenting students. Strategy's Expected Result/Impact: Increased graduation rate. Staff Responsible for Monitoring: Counselor, campus principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Identify students who are at-risk of graduating and provide support as necessary including credit recovery options by purchasing and using EdGenuity curriculum. The State's criteria for identifying students who are at-risk will be used. Funding Sources: Credit Recovery software license - 199 - General Funds - 6399-43.001-031000 - \$3,500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Offer targeted academic advising to align student schedules with graduation plans and career goals.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Use CCMR tracker to ensure students graduate and either: 1) complete dual credit coursework 2) earn an ACT minimum score of 19 or an SAT minimum score of 1010 3) earn an industry-based certification through CTE 4) complete a course plan aligned with the student's post-secondary goals.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Support teachers to ensure students are prepared for certification exams which will lead to students earning certifications by purchasing iCEV curriculum.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Clarendon CISD will prepare all students to graduate with the knowledge and skills required to be successful in college, military or career.

Performance Objective 2: The percent of Clarendon CISD High School students who meet the CCMR target will increase from 79% to 85% by August 2025.

HB3 Goal

Evaluation Data Sources: TAPR report; Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Parents and students will be provided materials and resource booklets that inform and provide guidance regarding transition planning for students receiving special education services. Strategy's Expected Result/Impact: The transition will be made easier for students receiving special education services. Staff Responsible for Monitoring: Principals, counselor, special education cooperative representative	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a career exploration curriculum beginning in middle school for all students. Strategy's Expected Result/Impact: Students will be aware of possible career choices and the education and training required to enter their field of choice. Staff Responsible for Monitoring: Counselor Funding Sources: Career Interest inventory or career assessment test - 199 - General Funds - 6399-43.001-1-31000 - \$350	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students are encouraged to choose and follow a Program of Study that leads to graduating on the Foundation Plan with an Endorsement. Staff Responsible for Monitoring: Principal, counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will be advised and encouraged to complete a CTE Program of Study with the intent of earning an Industry Based Certification.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Use online platforms (Xello) for career interest inventories and academic planning.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: CCISD will host a Chad Cargill ACT prep workshop for all juniors and seniors taking the ACT. Strategy's Expected Result/Impact: Increase number of students meeting college readiness for purposes of CCMR and accountability. Funding Sources: Chard Cargill ACT Workshop - ESSER III - \$900	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Schedule regular counselor-student meetings to update and monitor graduation plans.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Clarendon CISD will prepare all students to graduate with the knowledge and skills required to be successful in college, military or career.

Performance Objective 3: CCISD will increase the number of Career and Technology Education, college dual credit and preparatory opportunities to prepare for the workforce and/or post-secondary education.

Strategy 1 Details	Reviews			
Strategy 1: CCISD will continue partnership with Clarendon College in offering dual credit courses.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CCISD will enhance career awareness in the courses offered at the high school. Students will better see the relevancy between course content and the world of work. Funding Sources: - 244 - Carl Perkins, CTE - \$2,700	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: CCISD will continue to offer and expand CTE course offerings that lead to license and/or certificates. Funding Sources: Business Ed Supplies - 199 - General Funds - \$2,000, Ag Tools and Equipment - 199 - General Funds - \$2,000, Ag Supplies - 199 - General Funds - \$6,000, Family and Consumer Science Supplies - 199 - General Funds - \$3,500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: CCISD will offer college preparatory classes to students failing to meet college benchmarks on Accuplacer.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: CCISD will expand work-based learning opportunities to provide students in-depth interaction with professionals for academic credit.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Clarendon CISD will prepare all students to graduate with the knowledge and skills required to be successful in college, military or career.

Performance Objective 4: By March 2025, at least 70% of CCISD students will have enrolled successfully in a post-secondary option with the intent to complete a technical, 2-year, 4-year, military program or enter a work-force based career.

Evaluation Data Sources: CCISD data

Texas Higher Education Data

TAPR Reports

2022 51.5% enrolled in TX IHE

2021

2020 81.8% enrolled in TX IHE

2019 56.3% enrolled in TX IHE

2018: 77.4% enrolled in TX IHE

Strategy 1 Details	Reviews			
Strategy 1: CCISD will host FAFSA nights.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CCISD counselor will inform students and parents of the TEXAS grant, TEACH for Texas grant, and other financial opportunities regarding college attendance.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students in the Jr. High will have several meetings to meet the high school principal, meet and develop a Graduation Plan and utilize College Career Instruction with the counselor and tour the high school campus prior to the first class day of freshman year.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students and parents will be informed of opportunities for financial assistance for post-secondary education by: 1) providing senior parent financial and college night 2) College & Career Instruction 3) 8th grade parent night (College Career Instruction) 4) Classroom visits by college representatives	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: CCISD counselor will continue escorting students virtually and in-person to different colleges for tours of campuses so that students can see different campuses for themselves and gain a better understanding of what college entails.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: CHS will host orientation sessions for incoming high school students and their parents to familiarize them with the high school environment, academic expectations, and extracurricular opportunities. 1) Coordination with institutions of higher education, employers, and other local partners 2) Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills 3) Continue offering comprehensive counseling services that help students understand their post-secondary options, including college and workforce training. 4) Counselors will continue offering workshops for students and parents covering topics such as college applications, financial aid, scholarships, career exploration and study skills. 5) Continue offering dual enrollment opportunities that allow high school students to earn college credits, giving them a head start on their post-secondary education.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Clarendon CISD will prepare all students to graduate with the knowledge and skills required to be successful in college, military or career.

Performance Objective 5: CCISD will increase the number of students who earn a TEA-approved Industry Based Certification to 10% of graduates.

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: CCISD will support CTE teachers to ensure students are prepared for certification exams which will lead to students earning certifications.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Clarendon CISD will prepare all students to graduate with the knowledge and skills required to be successful in college, military or career.

Performance Objective 6: CCISD will submit a Comprehensive Local Needs Assessment (CLNA) at least every 2 years. The CLNA will evaluate CTE Learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention, and training of CTE teachers.

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 1: The percent of 3rd grade students that score at the meets grade level or above on the STAAR Reading from 64% to 74% and STAAR Math from 67% to 76% by June 2024. *Waiting on official ratings, but preliminary ratings suggest 3rd Reading 83% and 3rd Grade Math 71%.

HB3 Goal

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Continue use of evidence-based reading and math intervention programs.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide High-Quality Instructional Materials (HQIM) to all grade levels and subjects with eligible curriculum. Equity Plan	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Use formative assessments and data analysis to inform instruction. Funding Sources: - ESSER III	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide targeted professional development over the use of HQIM Equity Plan	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Curriculum to support teachers in providing instruction will be purchased and utilized by classroom teachers. Funding Sources: ThinkUp Tool Box Read/Write - 199 - General Funds - \$2,360, Elevate Licenses - 199 - General Funds - \$1,100, I-Ready Learning - 199 - General Funds - \$1,290	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 2: Reduce achievement gaps between special populations (ESL, SPED, economically disadvantaged) and the general student population by 15%.

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction and accommodations as outlined in IEPs and EL plans. Staff Responsible for Monitoring: Campus administration, federal programs director, teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide High-Quality Instructional Materials (HQIM) to all grade levels and subjects with eligible curriculum. Equity Plan	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Assignment of personnel will be based upon targeted needs. Assignment or reassignment of teachers and paraprofessionals will occur anytime that move is necessary to address student needs or identified disparities in teaching assignments. Instructional aides will be placed in classrooms to meet individual needs of students. Strategy's Expected Result/Impact: Will ensure that students who are considered at-risk or economically disadvantaged are not be Staff Responsible for Monitoring: Principals, superintendent Equity Plan	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Enroll, monitor and support migrant students academically and socially including tutorials and family services. Staff Responsible for Monitoring: Migrant Coordinator, campus principal, counselor, teachers	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure students identified as homeless are provided support to be successful by: 1) Appointing a homeless liaison to support students who are homeless by monitoring their attendance and to coordinate services to ensure success 2) Providing necessary training for liaison 3) Training appropriate school staff to identify homeless students 4) Providing all available educational services for which homeless students are eligible 5) Informing parents of homeless students of rights and opportunities available to their children 6) Expediting the receipt of records of homeless students to support enrollment 7) Assisting students in obtaining medical records or immunizations as soon as possible 8) Documenting with the Nutrition Program Director each homeless student eligibility to participate in the Free and Reduced Meal Program. Staff Responsible for Monitoring: Homeless Liaison, Counselor, Superintendent, Campus Administrators, Cafeteria Manager Funding Sources: Basic needs - 199 - General Funds - \$100	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: CCISD dyslexia staff will continue to work with classroom teachers in providing instructional accommodations or modifications for students requiring reading assistance. Staff Responsible for Monitoring: 504 coordinator, dyslexia teacher, principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Continue Title I schoolwide programs at each campus. CCISD calculates low-income percentages of children who are eligible for free and/or reduced-price lunches under the National School Lunch Act. Strategy's Expected Result/Impact: Principals, Federal Programs Director	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: An optional after school tutoring session & summer school will be provided for all students in grades 3-12 who fail to meet promotion standards placing them at-risk.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Continue accepting nominations and identifying, testing and serving eligible students under the GT program. Staff Responsible for Monitoring: GT coordinator, principals, teachers Funding Sources: Elem G/T Supplies - 199 - General Funds - \$500, JH G/T Supplies - 199 - General Funds, HS G/T Supplies - 199 - General Funds	Formative			Summative
	Dec	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: CCISD will continue to conduct early dyslexia screening of kindergarten and first grade students. Data will be used to help make early identification decisions by the 504 committee to meet the needs of students with dyslexia and other reading related disorders.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: CCISD will continue using and utilizing curriculum and programs to promote learning and academic success. Funding Sources: Measuring Up - 199 - General Funds - \$2,500, Mentoring Minds - 199 - General Funds - \$6,200	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Continue funding needed positions with Title I funds based on student targeted instructional needs in order to continue to support our teachers in making the greatest impact to students. Funding Sources: - 211 - Title I-A, Imp Basic Prg	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: Continue Federal Programs support with ESC16 Instructional Development in order to receive up-to-date information regarding compliance and assistance with federal grant applications. Funding Sources: - 211 - Title I-A, Imp Basic Prg	Formative			Summative
	Dec	Feb	Apr	June
Strategy 14 Details	Reviews			
Strategy 14: Continue ESC16 contract for Compensatory Education services in order to best serve our at-risk student population.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 3: Clarendon CISD will continue integrating technology into its classrooms that reflects and promotes 21st century learning and provide technology for possible home use to extend learning or prevent loss-of-learning.

Strategy 1 Details	Reviews			
Strategy 1: Continue providing district with a Technology Director and Instructional Technology staff who will work with teachers on every campus to increase the integration of instructional technology. Staff Responsible for Monitoring: Instructional technology staff, campus administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue offering training to CCISD staff (Google Classroom, Chromebooks, Google Meets, etc.) that will help teachers better understand how to implement technology into their lessons. Strategy's Expected Result/Impact: Increased use of technology while teaching. Staff Responsible for Monitoring: Technology department, campus administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide devices (Chromepads in PK and Chromebooks) to students PK-5 for classroom and possible home use. Strategy's Expected Result/Impact: Lesson plans showing increased instructional technology with use during intervention. Staff Responsible for Monitoring: Principals Funding Sources: - ESSER III	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue using Kami, Kami, during COVID, allowed our teachers to turn their worksheets into digital assignments. Students and staff were also able to sign documents during quarantine using Kami. Kami continues to serve teachers when students are absent. Students do not have to pick up paperwork with the help of Kami.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue ESC16 contract to provide internet services to CCISD in order for students and faculty to have internet service for assignments.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Contract with ESC16 for cybersecurity consulting due to all students having the capability of working from home and the potential for an increase of security issues possibly due to students working from home.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide an opportunity for teachers and staff to attend the annual TCEA conference to further learning regarding technology. Funding Sources: TCEA Conference travel and fees - 199 - General Funds - \$6,000	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 4: By the end of the 2025-2026 school year, Clarendon CISD will employ and retain 100% of teachers funded through ESSA programs to provide supplemental instructional support in core academic areas, ensuring that at least 80% of students served demonstrate academic growth on state and local assessments including students who are at-risk of failing grade level state assessments.

Strategy 1 Details	Reviews			
Strategy 1: The district will use ESSA funds (Title I, Part A and Title II, Part A) to recruit, hire, and retain highly qualified teachers who provide targeted interventions and supplemental instruction. These teachers will receive job-embedded professional development, access to curriculum resources (TCMPC, Bluebonnet Learning, DMAC). Administrators will monitor effectiveness through walkthroughs, assessment data, and progress monitoring to ensure that federally funded positions directly contribute to closing achievement gaps for at-risk, English Learner, Special Education, and Economically Disadvantaged students. Staff Responsible for Monitoring: Campus attendance office, campus administrators Funding Sources: - 211 - Title I-A, Imp Basic Prg	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Assign teachers to campuses and grade levels based on student performance data and needs.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Prioritize hiring teachers with experience or training in working with diverse and at-risk student populations. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Campus administrators, teachers	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 5: Clarendon CISD will increase the number of students meeting grade level math standards from 54% to 60% according to TAPR.

Strategy 1 Details	Reviews			
Strategy 1: TEKS Resource System provides teachers with a rigorous curriculum. TRS creates a roadmap for the teachers' school year ensuring that the learning in the classroom is fully aligned with the Texas State Standards. The research done by TRS gives teachers detailed information as to the depth and complexity of each standard that is to be taught. Through the implementation district wide, the teachers have a common structure to follow. This allows teachers to have vertically aligned conversations and eliminate the possibility of creating gaps year to year. Staff Responsible for Monitoring: Principals, teachers Funding Sources: TEKS Resource System subscription - 1470.00 per campus - 199 - General Funds - 6239-06 - \$4,410	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: STAAR data will be disaggregated to determine objectives that have not been mastered and to identify instructional gaps in learning. Subgroup populations will be reviewed for targeted areas for improvement. Staff Responsible for Monitoring: Principal, interventionist, teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Computer assisted instruction will continue to be used throughout the district to reinforce TEKS/STAAR concepts. Staff Responsible for Monitoring: Principals, teachers Funding Sources: IXL Software - for JH not covered under MIZ grant - 199 - General Funds - 6399-21-041-1-11000 - \$1,650, Mentoring Minds software - Elementary - 199 - General Funds - 6399-39.101-1-11000 - \$6,200	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: CCISD will continue offering tutorials mandated by HB5 as wells as for other students who are at risk of failing STAAR or EOC.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: CCISD will use progress monitoring tools in reading and math using NWEA MAP and other similar tools. Funding Sources: - 199 - General Funds	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 6: Clarendon CISD will increase the number of students meeting grade level reading standards or above from 66% to 70% according to TAPR.

Strategy 1 Details	Reviews			
Strategy 1: Continue offering the Accelerated Reading Program (K-8). Staff Responsible for Monitoring: Principals Funding Sources: Renaissance Learning - ESSER III - \$2,500, Renaissance Learning - ESSER III - \$4,400, Accelerated Reading - ESSER III - \$1,500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-4 will attend Reading Academies to be trained in the Science of Teaching Reading as per HB3. Staff Responsible for Monitoring: Principal, teachers Funding Sources: Tuition - 199 - General Funds - \$3,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students identified as dyslexic in grades 2-12 will receive accelerated intensive instruction from the Scottish Rite Alphabetic Phonics Program or Reading by Design. Staff Responsible for Monitoring: Dyslexia teacher, campus principals Funding Sources: Reading by Design Training - 199 - General Funds - \$300	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Computer assisted instruction will continue to be used throughout the district to reinforce TEKS/STAAR concepts. Funding Sources: Mentoring Minds software - Elementary - 199 - General Funds - 6399-39.101-1-11000 - \$6,200	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: CCISD will continue offering tutorials mandated by HB5 as well as for other students who are at risk of failing STAAR or EOC.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: CCISD will use progress monitoring tools in reading and math using NWEA MAP and other similar tools. Funding Sources: - 199 - General Funds	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 7: Multiple data resources will be analyzed and utilized to respond to the needs of all learners.

Strategy 1 Details	Reviews			
Strategy 1: NWEA MAP training and implementation will occur to support a proactive approach in collecting data which supports alignment of skills and strengthens differentiation in learning.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes.	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 8: CCISD will promote early learning to ensure school readiness within the school and community.

Strategy 1 Details	Reviews			
Strategy 1: Continue offering early education opportunities including PPCD and Head Start (full day) programs will be offered to the community of Clarendon with particular attention being given to at-risk, economically disadvantaged, English language learners, and students with special needs. PreK will be offered full-day (1/2 funding, tuition-based). Funding Sources: Head Start Teacher - 205 - Headstart - 6119-00.101-1-34000 - \$26,570, Head Start Aides - 205 - Headstart	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: PPCD Program will continue to serve three and four year old students who are developmentally delayed (according to testing completed by an educational diagnostician) 1) Identify/intervene at an early age 2) Provide small classroom environment 3) Provide small teacher to student ratio 4) Work on developmental delays as soon as possible 5) Aid in success of PPCD students in Head Start and/or Kindergarten 6) Community-wide yearly early screening of young children.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Community will be notified of Headstart classes through flyers and media.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Full day Headstart offered to all students who meet the qualifications.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to offer a full day PreK program (tuition-based) to promote early grade school readiness and skills.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Strengths and weaknesses in reading skills of students in K-3 will be identified using TPRI.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Assist with the transition from PreK/Head Start to Kindergarten by offering students and parents visitation time.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 9: Continue the Migrant Priority for Services Action Plan through the Shared Service Agreement with ESC Region 16.

Strategy 1 Details	Reviews			
Strategy 1: Migratory and formerly migratory students will be eligible to receive services on the same basis as other students.	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 10: All students, including those in special programs, will meet or exceed the challenging state standards on STAAR/EOC or alternative assessments.

ESSA Title I, Part A: Schoolwide Title I Program

Strategy 1 Details	Reviews			
Strategy 1: Conduct a Comprehensive Needs Assessment to determine needs and plan instruction. All campuses in CCISD are designated eligible for Title I schoolwide program. For this type of designation, Title I funds are used to upgrade the campus's education program. All students on a schoolwide campus are considered Title I students and may therefore receive Title I services. Campuses operating a schoolwide program must conduct a comprehensive needs assessment (CNA) of the entire school. Insert CNA Process here STAAR/EOC for Special Populations PBMAS Report Economically Disadvantaged	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The following measures will be used to establish the campus's low-income percentage:	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Parent Involvement opportunities for parents and family members including:	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Review Title I, Part A Program Plan and revise its description as necessary.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Continue Title II contracts with ESC16.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Continue Title IV contracts with ESC16.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: well-rounded program of instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Continue identifying students who may be at risk for academic failure by:	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Maintain an effective credit recovery and intervention plan and provide educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: The District will provide services to homeless children and youth to support the enrollment, attendance, and success of homeless children and youth. Services include, but are not limited to:	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 11: All students, including those identified as at-risk of graduating, will meet or exceed the challenging state Standards both in the classroom and on STAAR/EOC or alternative assessments.

Strategy 1 Details	Reviews			
Strategy 1: State Compensatory Education funds will be spent in coordination with Title I funds district-wide among campuses with 40% or more low-income percentage to help identify and serve at-risk students and provide additional tutorials during summer school and during the school year to students who have failed to meet the challenging state academic standards.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide credit-recovery options to students who have been identified as at-risk of graduating with their cohort class.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Clarendon CISD has adopted the TEC Section 29.081 fourteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following: A student at-risk of dropping out of school includes each student who is under 26 years of age and who: 1. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; 2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; 3. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents; 4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; 5. Is pregnant or is a parent; 6. Has been placed in an alternative education program in accordance with SS37.006 during the preceding or current school year; 7. Has been expelled in accordance with SS37.007 during the preceding or current school year; 8. Is currently on parole, probation, deferred prosecution, or other conditional release; 9. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school (will remain on list for remainder of public education); 10. Is a student of limited English proficiency (LEP), as defined by SS29.052; 11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; 12. Is homeless, as defined by 42 U.S.C. SS11302 and its subsequent amendments; or 13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. (Note: One overnight stay will keep the student at-risk for the following two (2) years) 14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259 15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open enrollment charter school, that is designated as a dropout recovery school under TEC SS39.0548.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion time-frame, LEP status, residential placement time frames), the Campus At -Risk Contact, in consultation with the principal and/or appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following: * 110% level of satisfactory performance on State assessments * Promotion records * Maintenance of passing grades with a score of 70 or greater * Residential placement status * Condition of pregnancy or parent status * Alternative education program placement time-frame * LEP /EL status The following at-risk criteria are automatically exited at the end of each school year or last day of the regular school calendar. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date. * PK to 3rd grade Readiness Assessment * On parole, probation, or deferred prosecution * In the custody or care of Department of Family Protective Services (DFPS) * Identified homeless under the McKinney-Vento Homeless Assistance Act * Identified as Foster Care Students are never exited from the SCE program when they have been identified as at-risk under the following criteria: * Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request) * Was previously reported through TSDS/PEIMS to have dropped out of school * Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: A student is eligible to exit the SCE at-risk list/program after reaching a 110% performance score on the previously failed STAAR assessment. TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation. Our regional Education Service Center (ESC) calculates the level equal to 110% of the level of satisfactory performance on the instrument using the following methodology: * Using an Excel spreadsheet, the ESC representative enters data from the STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History. * The following information is entered into the spreadsheet to calculate the 110% level: - o Grade: - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th , and Algebra I - Reading- Grade level 3rd, 4th, 5th, 6th, 7th and 8th - Writing- Grade level 4th and 7th - English- English I and English II - Social Studies- Grade level 8th and U.S. History - Science- Grade level 5th and 8th, and Biology - o Standard- Approaches - o Total Test Items for each foundation curriculum subject - o Raw Score Cut (test items required for Approaches) - o Percentage of Total Test Items (Raw Score Cut divided by Total Test Items) - o 110% Average (Percentage of Total Test Items multiplied by 1.1) - o 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer) - o 110% Scale Score * The spreadsheet information is shared with appropriate district contacts.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 12: Campuses within CCISD will provide additional educational assistance to individual students who the school determines need help in meeting the challenging State academic standards.

Goal 2: Clarendon CISD will improve student achievement among all students including special populations.

Performance Objective 13: By the end of the 2025-2026 school year, Clarendon CISD will utilize services and professional development provided by the Education Service Center (ESC), funded through ESSA programs, to ensure that 100% of federally funded staff receive required training and compliance support. This will strengthen program implementation and increase staff capacity to improve student outcomes, particularly for at-risk and special populations.

Strategy 1 Details	Reviews			
Strategy 1: The district will allocate ESSA funds (Title I, Part A; Title II, Part A; Title III, and Title IV, as applicable) to purchase professional development, technical assistance, and compliance services from the ESC. These services will include training on federal program requirements, instructional best practices, program evaluations, and support for specialized staff (teachers, counselors, administrators, paraprofessionals). Documentation of ESC services and staff participation will be maintained to demonstrate that ESSA-funded resources directly support effective program implementation and improved academic achievement.	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Clarendon CISD will attract, develop, and retain high quality teachers and support staff.

Performance Objective 1: Decrease teacher turnover by 20% by the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted support for new teachers through mentoring and on-boarding initiatives.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen principal collaboration and calibration on teacher support systems to prepare for future TIA implementation.	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Clarendon CISD will attract, develop, and retain high quality teachers and support staff.

Performance Objective 2: Ensure that 100% of teachers receive targeted, job-embedded professional development aligned with district goals and student needs.

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional coaching and PLC time for ongoing learning.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Align professional development to teacher evaluations, walkthrough data, and student performance data.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Use the pause year to focus PD on equity in evaluations, instructional feedback, and classroom management to strengthen readiness for future TIA cycles.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: CCISD will continue to monitor for any disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Clarendon CISD schools will implement targeted professional development programs aimed at supporting teachers in schools serving high populations of low-income and minority students. This may include mentoring, coaching, and/or training focused on culturally responsive teaching practices.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Clarendon CISD will provide nurturing, safe and orderly learning environments and quality facilities for all students and staff.

Performance Objective 1: Ensure 100% of campuses meet safety audit requirements.

Strategy 1 Details	Reviews			
Strategy 1: Conduct safety audits and monthly emergency drills.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: District-wide app (Navigate360) will be implemented to notify staff of impending emergency. Funding Sources: Navigate 360 - Safety and Security Grant	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Invest in updated surveillance systems and secure entryways as needed. Staff Responsible for Monitoring: TEAM of Eight	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Campus check-in systems (Raptor Technologies) will continue to be utilized to prevent unauthorized access to campuses. Funding Sources: Raptor Technologies software/system - 199 - General Funds - \$1,875	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Partner with SRD and local agencies for safety training and emergency preparedness.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Clarendon CISD Emergency Operations Plan will be updated each year and specific areas of focus will be identified.	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Clarendon CISD will provide nurturing, safe and orderly learning environments and quality facilities for all students and staff.

Performance Objective 2: CCISD will promote an environment in which students and staff will practice physical, emotional and social health with emphasis placed on physical health, emotional health, drug use prevention, character education, and violence prevention.

Strategy 1 Details	Reviews			
Strategy 1: Students are made aware of the bullying reporting tool StopIt on the Clarendon CISD website. The app is designed for confidential reporting to increase awareness and decrease bullying incidents. Administrators can use the "document it" feature of the app to make timely responses and reports involving bullying.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Comprehensive counseling services will be provided for all students as needed, required and requested. Counseling curriculum will be purchased annually. Funding Sources: Counseling curriculum - - ESSER III	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All students will receive a safe and drug free lesson each semester. Emphasis: communication skills, goal-directed behavior, respect & responsibility for self and others, interpersonal effectiveness, social skills to reduce aggression and violence, self-control, conflict resolution, say not to drugs skills.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students and teachers are made aware of suicide prevention and intervention resources annually via professional development.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Student Code of Conduct is made available to students, parents, and teachers upon enrollment and registration each school year via district website. Paper copies are available upon request.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Clarendon CISD will continue to utilize a School Health Advisory Council (SHAC) for the purpose of evaluating the effectiveness of school health programs.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Students requiring temporary and short-term removal for non-violent and non-DAEP offenses will be served in the district In School Suspension (ISS) program. Teachers will provide instruction in the four core areas and the curriculum for elective courses.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Students involved in offenses requiring mandatory removal according to the Code of Conduct will be served in the district Disciplinary Alternative Education Program (DAEP). Teachers will provide students in DAEP with instruction in the four core areas and the curriculum for elective courses. DAEP is housed within the district to make an easier transition for students.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Continue providing training for staff and support for students regarding sexual abuse and other maltreatment of students. Child and Sexual Abuse training for entire CCISD staff is completed annually. Training address techniques to prevent and recognize sexual abuse, trafficking and all other maltreatment of children including children with significant cognitive disabilities.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: State mandated guidelines for disciplining students receiving special education services will be followed with appropriate intervention strategies prior to disciplinary placements outside of the least restrictive educational placement.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: The LEA will attempt to reduce the overuse of discipline practices that remove students from the classroom by offering training for educators on alternative disciplinary practices, such as positive behavioral interventions or classroom management strategies and culturally responsive teaching. The LEA can review and revise discipline policies to encourage restorative practices over punitive measures and establishing clear guidelines that prioritize keeping students in the classroom. Programs focusing on SEL will help students develop better coping mechanisms and reduce behavioral issues. The LEA will also collaborate with stakeholders to create a more comprehensive support system for students.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: CCISD will implement incentive programs designed to improve attendance, behavior and student morale.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: CCISD will partner with UMC NEIDS Outreach to deliver a presentation to students, parents and community members on the health risks of vaping and current drug trends.	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Clarendon CISD will provide nurturing, safe and orderly learning environments and quality facilities for all students and staff.

Performance Objective 3: All CCISD students identified as homeless or who are part of the foster care system will receive appropriate services.

Strategy 1 Details	Reviews			
Strategy 1: CCISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how to transport students in foster care who wish to remain at the school of origin. Transportation, if deemed in the best interest of the student, will be provided, arranged and funded.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CCISD will meet the needs of students identified as being homeless using the McKinney-Vento guidelines. State enrollment guidelines will be utilized and funding to meet the needs will be coordinated throughout the district to meet education and/or necessity needs (i.e. clothing, school related fees, etc.). Funding Sources: Homeless Reservation - 211 - Title I-A, Imp Basic Prg - 6399-01.999-1-99000 - \$100	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: CCISD will ensure that homeless students can enroll in school quickly, without unnecessary delays or documentation requirements. The LEA will offer tutoring, mentoring and after-school programs to help homeless students keep up with their studies and improve academic performance. Students will also be provided access to school counselors who can address their emotional and psychological needs as well as serve as an advocate to address any attendance issues that may arise from the current housing situation such as transportation.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Clarendon CISD will provide nurturing, safe and orderly learning environments and quality facilities for all students and staff.

Performance Objective 4: Dating violence is defined as the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship as defined by Section 71.0021, Texas Family Code. CCISD does not tolerate dating violence. Any student who has experienced dating violence or believes another student has experienced dating violence should immediately report to a teacher, school counselor, principal, police officer, another district employee, or report anonymously using the STOPit app. Any District employee who has direct or indirect knowledge of dating violence shall notify the campus principal and the CCISD School Resource Deputy. Parents will be immediately notified. Students are made aware of the process of filing charges and given referrals for safety and mental health. When a protective order has been issued by a court to protect one student from another, the district will hold meetings with both the victim and the alleged perpetrator separately to discuss expectations and ramifications of violating the order. Every effort will be made to avoid face-to-face contact between the victim and alleged perpetrator. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim. Programs that address harassment and dating violence will be offered to students in grades 6-12 (the same training will be offered to the parents) and staff working with grades 6-12 will also be trained. CCISD SRD will be trained in current law and investigation tactics (including social media investigations) concerning dating violence.

Strategy 1 Details	Reviews			
Strategy 1: Students in grades 7-12 will be offered age appropriate guidance lessons concerning harassment and dating violence through school counselors and community partners, with parent consent. Human Growth and Development will also embed healthy relationship training. Staff Responsible for Monitoring: SRD, Guidance and Counseling	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Staff serving grades 6-12 will receive training regarding dating violence.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Parents of students in grades 7-12 will be provided information regarding dating violence and prevention.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Clarendon CISD will provide nurturing, safe and orderly learning environments and quality facilities for all students and staff.

Performance Objective 5: The CCISD comprehensive Guidance and Counseling program, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include: anti-bullying, character education, child abuse, college and career planning/advising, conflict resolution, cyberbullying, dating violence/violence prevention, drop-out prevention, human trafficking, mental health/ mental health warning signs, substance abuse, suicide prevention, decision making, self-efficacy, and other social-emotional topics.

Goal 4: Clarendon CISD will provide nurturing, safe and orderly learning environments and quality facilities for all students and staff.

Performance Objective 6: Reduce disciplinary referrals by 15% and chronic absenteeism by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Fully implement Positive Behavior Interventions and Supports (PBIS) across all campuses.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase EduHero for mandated training	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Train staff in trauma-informed practices.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor student attendance weekly and develop targeted intervention plans.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Clarendon CISD will enhance and build positive perceptions, relationships and collaboration among families, community and staff.

Performance Objective 1: Increase parent and community participation in school events and initiatives by 25%.

Strategy 1 Details	Reviews			
Strategy 1: CCISD campuses will hold annual Title I/Parent and Family Engagement meetings at 2 different convenient times in the fall to discuss the parent's right to know. The policy will be distributed to parents at the meeting and will also be made available online. Paper copies of the policy will be available in campus admin offices.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CCISD and its campuses shall jointly, with parents and family members of participating children, develop and distribute written family engagement polices and compacts which will be made available in understandable language/native language. Campuses will hold an annual parent and family engagement meeting in the spring with parents to discuss, evaluate and edit the Parent and Family Engagement Plan to meet the changing needs of students, parents and community. Childcare and transportation will be provided as requested. The policies and compacts will be distributed by campuses and made available on the district website. Additional copies will be available by contacting any campus office.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: CCISD campuses will provide online school registration.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: CCISD will jointly work with the parents and stakeholders to identify activities promoting parent-family engagement including: Meet the Teacher Nights Back to School Nights Parent Conferences Hi-5 Student Spotlight Meetings	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Parent surveys will be conducted to gather feedback to aid in the development of new ideas and to seek more parental involvement in the overall educational process. Surveys will also be used to evaluate school climate and special programs.	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Parent/Teacher conferences held bi-annually and as-needed for elementary students. The school-student-parent compacts will be discussed annually during fall conferences. P/T conferences are held on an as-needed basis for junior high and high school students.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Parents have the right to express dissatisfaction regarding parent and family engagement activities, communication, etc. by contacting the campus principals. The principals will report and discuss the complaints with the superintendent.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Hold regular meetings for District Decision Making Team (parents/family members, businesses, community members, local government representatives, staff, student collaboration and any additional stakeholders).	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Provide parents with information on the following: Higher education admissions Financial aid opportunities Curriculum choices for success beyond high school	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Provide flexible meeting times and childcare to accommodate families.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Clarendon CISD will enhance and build positive perceptions, relationships and collaboration among families, community and staff.

Performance Objective 2: CCISD will consolidate the avenues for internal and external communication to increase clarity and consistency of district messages to inform family and community members of involvement opportunities in a timely manner.

Strategy 1 Details	Reviews			
Strategy 1: CCISD will use ParentSquare to send out district-wide texts, emails and phone calls to parents regarding emergency weather or other situations that could affect the safety of their children. Funding Sources: Blackboard Connect Software - 199 - General Funds - 6219-01.999-1-99000 - \$2,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide newsworthy articles for the local newspaper on student success, campus activities, and parental involvement opportunities.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: District website is kept up-to-date with information about CCISD with the option to translate to multiple languages.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Federal Programs Coordinator will coordinate the district federal/special programs, collaborate with district staff and ESC16 personnel to formulate, develop, implement, and evaluate federal programs.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Maintain community advisory committees and student voice councils to provide ongoing feedback and support.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Clarendon CISD will enhance and build positive perceptions, relationships and collaboration among families, community and staff.

Performance Objective 3: CCISD will continue to provide training and develop resources for all stakeholders in order to eliminate bias in instruction, assessment, and communication.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline data in order to ensure equitable practices for all learners. Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CCISD will educate its teachers and other personnel over the value of contributions of parents, how to reach-out to, communicate with, and work with parents as equal partners in the education of the students. Staff Responsible for Monitoring: Campus principals, superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The district will endeavor to provide relevant and timely communication to parents and other stakeholders in native languages as appropriate and through multiple forums including the school website and written communication.	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Clarendon CISD will enhance and build positive perceptions, relationships and collaboration among families, community and staff.

Performance Objective 4: Clarendon CISD will strengthen school-community partnerships by increasing collaborative initiatives, improving communication channels, and expanding opportunities for community engagement and support.

Strategy 1 Details	Reviews			
Strategy 1: CCISD will host 5 Parent Family Engagement (Hi-5 Meetings) opportunities with parents and students to provide information, family literacy opportunities, student showcases, etc. with a meal provided at the conclusion of the activity.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Invite community members to serve as guest speakers or career day participants	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide regular updates to the community on school events and student success stories	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				