

# Comanche Independent School District



## Comanche Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

Comanche ISD: It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

Comanche Elementary: Comanche Elementary School seeks to spark student's interests in knowledge and creative work by active involvement in problem solving/research. Logical and creative thought is developed along with the ability and desire to work in collaboration for the good of society. Children will be taught to be global thinkers, capable of nonstandard thought.

# Vision

Comanche ISD: The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

Comanche Elementary: We aim to rise above the ordinary by developing students who are able to transform lives and communities. We aim for each student to reach their full potential in body, mind, and spirit.

# Value Statement

Comanche ISD: It is the belief of the Board of Trustees of Comanche ISD that the following statements express the fundamental values and core principles to guide all decision-making, planning, organization and administration of the school district. All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential. Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development

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# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Other

MAP

## Parent/Community Data

- Parent surveys and/or other feedback



# Goals

# Goal 1

Comanche Elementary School will collaborate with parents and the community to increase school spirit, community pride and involvement of all stakeholders in celebrating student success.

## Performance Objective 1

The Family Engagement Committee will plan opportunities for parent involvement to benefit teacher and student learning.

**Evaluation Data Source:** Documentation of partnerships with community stakeholders.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Look at adding more engagement opportunities for sub pops.

### Strategy 1


CES will host a Fall reading/social studies event and a Spring math/science event involving community stakeholders

**Strategy's Expected Result/Impact:** Through these open house events, parents will have the opportunity to see student work and be involved in the student learning process. Additionally, community stakeholders will have the opportunity to partner with CES in support of these events.


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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture


#### Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

### Strategy 2

CES will host a Winter and Spring musical presentation and an annual Book Fair with a family engagement night.

**Strategy's Expected Result/Impact:** Parents will have the opportunity to enjoy a music presentation and visit our library to purchase books

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

## Performance Objective 2

CES will enhance campus culture by involving the community within the Sunshine Committee, dress up days, district/campus involvement, and local field trips.

**Evaluation Data Source:** sign in sheets from parent events

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Find ways to involve the community.

## Strategy 1

Fire Department presentation, Boy Scout presentation, Texas Farm Bureau AG Day, Volleman's Dairy, Legacy nursing home trick or treat visit, local pumpkin patch visits, Kindergarten hospital field trip, district wide pep rally, high school partnership with students in the nursing program and teacher program to come work with CES students.

**Strategy's Expected Result/Impact:** File of parent conference forms.

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

Moderate Progress

December

Considerable Progress

February



Accomplished

April



Accomplished

June

## Strategy 2

Staff recognized in the campus newsletter to boost teacher morale. The Sunshine Committee will organize different treats throughout the year to boost teacher morale.

**Strategy's Expected Result/Impact:** Building campus culture

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

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress



Accomplished

### Strategy 3

Inform parents of the benefits of Title I programs to all students.

**Strategy's Expected Result/Impact:** log of correspondence with parents, meeting agendas

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

Some Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

### Performance Objective 3

Comanche Elementary partner will stakeholders to communicate campus events, student progress, and community partnerships.

**Evaluation Data Source:** Sign-in sheets.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Ensure that all teachers are holding face to face conferences before resorting to messages.

### Strategy 1

Teachers will hold a minimum of two parents conferences a year to report student progress.

**Strategy's Expected Result/Impact:** Attendance by parents and students.

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Continue/Modify

June

### Strategy 2

CES will partner with the community to bring in presentations and coordinate facility use. (Boy Scouts, 4H, Comanche Volunteer Fire Department, , etc.)

**Strategy's Expected Result/Impact:** Building community

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

Some Progress

**December**

Some Progress

**February**

Some Progress

**April**



Continue/Modify

**June**

### Performance Objective 4

Comanche Elementary will maintain parent contact throughout the year using Class Dojo, as well as, holding two parent conferences within the school year. Conferences may be in person or telephone.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** None

### Performance Objective 5

Comanche Elementary has partnered with Volleman's Dairy to collect caps as a fundraiser to help benefit our school.

**Evaluation Data Source:** Volleman's Flyer

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** If Vollman's wants to continue this partnership, it would be my recommendation to continue.

# Goal 2

Comanche Elementary School will provide students TEKS based instruction and utilize research based strategies that address individual needs.

## Performance Objective 1

One hundred percent of Comanche Elementary faculty and staff will be appropriately certified and/or in compliance with the CISD DOI.

**Evaluation Data Source:** Certification paperwork will be verified for all teachers and paraprofessionals.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Policy is in place-send calendar invites to staff to check in.

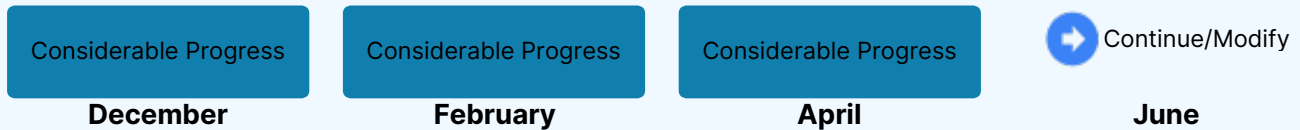
### Strategy 1

Fully certified teachers reflecting the most potential (when available) will be hired for all openings.

**Strategy's Expected Result/Impact:** Certifications on file.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



### Strategy 2

Review certification status of each teacher and paraprofessional to ensure 100% compliance.

**Strategy's Expected Result/Impact:** Certifications on file.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



### Strategy 3

All Comanche Elementary School teachers will have their ESL certification.

**Strategy's Expected Result/Impact:** Certifications on file.

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

Moderate Progress

**December**

No Progress

**February**

No Progress

**April**



Continue/Modify

**June**

## Performance Objective 2

Comanche Elementary School will provide and implement a curriculum that is aligned with the state TEKS resource system.

**Evaluation Data Source:** Learning List will be utilized to insure that all adopted curriculum materials are 100% aligned with the TEKS.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** A new curriculum roll out system with adequate PD.

## Strategy 1

Using the TEKS Resource System as a foundation for instruction, Comanche Elementary will provide and implement a curriculum that is 100% aligned with TEKS.

**Strategy's Expected Result/Impact:** lesson plans, TEKS Resource System utilization records

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

### Formative Reviews

Considerable Progress

**December**

Considerable Progress

**February**

Considerable Progress

**April**



Continue/Modify

**June**

## Strategy 2

The district will hire a curriculum specialist to insure supplemental curriculum is bought and implemented appropriately. The curriculum specialist will provide training on the TEKS and create data checks for grades 2-5 in core subjects.

**Strategy's Expected Result/Impact:** disaggregating data

**Staff Responsible for Monitoring:** Principal, teachers, AP, Curriculum Specialist

### Formative Reviews

No Progress

No Progress

No Progress



Continue/Modify

### Strategy 3

Approved curriculum list/notebook will be utilized to insure that all adopted curriculum materials are 100% aligned with the TEKS.

**Strategy's Expected Result/Impact:** All materials adopted during the 2023-24 school year will be 100% aligned with the TEKS.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Specialist

#### Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

### Performance Objective 3

100% of Special Education, dyslexic, emergent bilingual and RTI students will receive appropriate interventions in a timely manner.

**Evaluation Data Source:** RTI, EL, Dyslexia and SpEd files.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** We have great systems in place.

### Strategy 1

CES will ensure that progress monitoring, appropriate alignment of eligibility services, goals and state testing accommodations are current.

**Staff Responsible for Monitoring:** Principal, intervention teachers, Special Program Director

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

### Strategy 2

Title I reading programs will be designed to provide a variety of interventions to meet the varied needs of students.

**Strategy's Expected Result/Impact:** Title I schedule

**Staff Responsible for Monitoring:** Principal, intervention teachers

## Formative Reviews

Moderate Progress

December

Moderate Progress

February

Considerable Progress

April



Accomplished

June

## Strategy 3

Teachers will receive continuous RTI training with an emphasis on appropriate use of interventions. Excess special education referrals will be avoided.

**Strategy's Expected Result/Impact:** training records, low number of special education referrals

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

## Strategy 4

Using CLI, TPRI, NWEA MAP, Heggerty and six weeks tests, all students will be assessed to track progress and academic growth.

**Strategy's Expected Result/Impact:** 75% of students will show growth in both reading and math.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Second through fifth grade teachers, Curriculum Specialist

## Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

## Strategy 5

Special Education students will use Unique Learning, N@U, StarFall and Moby Max, Read Naturally, Touch Point Math and See and Read Reading to meet student needs and promote academic growth.

**Strategy's Expected Result/Impact:** Data collected

**Staff Responsible for Monitoring:** Principal, Assistant Principal, SpEd Teachers

## Formative Reviews

Considerable Progress

December

Considerable Progress

February

Considerable Progress

April



Accomplished

June

## Strategy 6

Students receiving dyslexia therapy will use Take Flight and Build.

**Strategy's Expected Result/Impact:** Progressive growth

**Staff Responsible for Monitoring:** Special Programs Director, Intervention teachers

### Formative Reviews



Accomplished

December



Accomplished

February



Accomplished

April



Accomplished

June

## Performance Objective 4

CES will provide an interactive integrated digital program to remediate skills in all four core subject areas to improve student learning in grades K-5.. IXL will be implemented to meet this goal.

**Evaluation Data Source:** Reports

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Monitor usage to ensure there is a good balance.

## Performance Objective 5

CES will use K-12 Summit with our bilingual population in order to prepare them for the TELPAS test and future reclassification.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Monitor usage

# Goal 3

Comanche Elementary School will recruit, attract, and retain highly qualified staff and provide ongoing professional development and training.

## Performance Objective 1

Actively recruit and retain a highly qualified, effective, and culturally diverse staff. We will attend at least one job fair at a university.

**Evaluation Data Source:** Documentation of recruitment efforts.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Promote job openings early in the Spring semester.

### Strategy 1

Comanche ISD will recruit at university based job fairs and will advertise for qualified professional personnel on the Comanche ISD website, Region 14 website and the Texas Association of School Administrators website. NCLB (3,4)

**Strategy's Expected Result/Impact:** Job applications received from job fair participants.

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

#### Formative Reviews

Moderate Progress

December



Accomplished

February



Accomplished

April



Accomplished

June

### Strategy 2

Comanche Elementary School will provide an instructional coach for each new staff member. Additionally, new staff will be placed on a team of teachers who will be involved in the mentoring process.

**Strategy's Expected Result/Impact:** Hiring of high quality, appropriately certified professional teachers.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



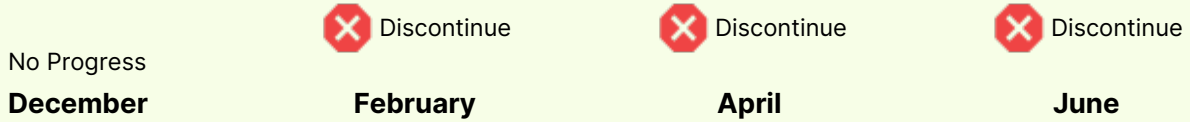
Continue/Modify

June

### Strategy 3

Comanche Elementary School will implement peer pop ins for teachers to have the opportunity to learn from one another, and build campus culture.

#### Formative Reviews



### Performance Objective 2

Provide staff development opportunities to all teachers.

**Evaluation Data Source:** Documentation of staff development activities.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation:** Intentional PD, especially in core subjects and new curriculum.

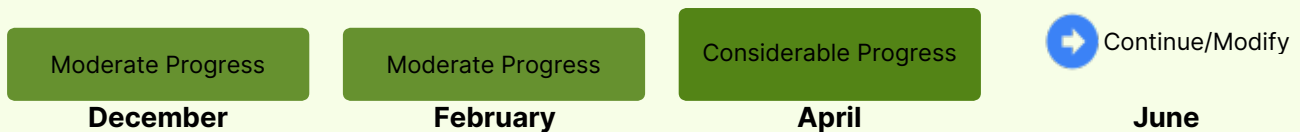
### Strategy 1

All GT teachers will complete their initial 30 hours of GT training or will complete the 6 hours of annual training.

**Strategy's Expected Result/Impact:** workshop certificates

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



### Strategy 2

Provide training designed to enhance teacher's understanding and utilization of the TEKS Resource System.

**Strategy's Expected Result/Impact:** documentation of training

**Staff Responsible for Monitoring:** Curriculum Director

#### Formative Reviews



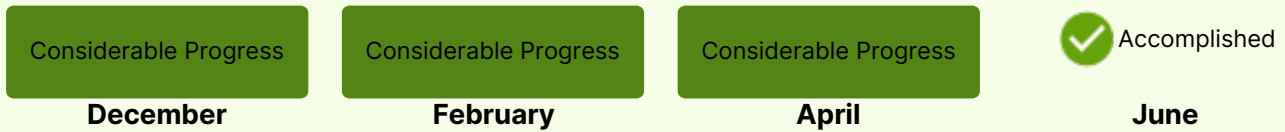
### Strategy 3

Provide opportunities for core subject teachers to attend high quality professional development.

**Strategy's Expected Result/Impact:** Teacher attendance at workshops, conferences.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



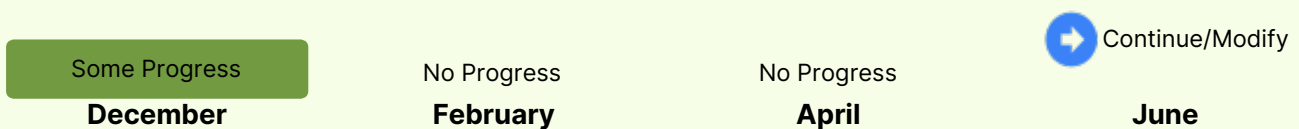
### Strategy 4

Ensure that all teachers have their ESL certification within one calendar year of employment.

**Strategy's Expected Result/Impact:** Workshop certificates, attendance at conferences

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



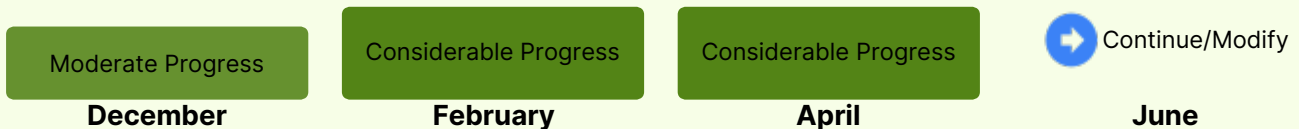
### Strategy 5

Using the CISD DOI, Comanche Elementary School may hire uncertified teachers with the expectations that they will use one calendar year to fulfill the certification requirements.

**Strategy's Expected Result/Impact:** Communication of progress and deadlines

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



### Performance Objective 3

Administration will implement staff appreciation throughout the year to build the campus culture and provide consistent communication.

**Evaluation Data Source:** appraisals

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** None

### Strategy 1

Implementation of a weekly newsletter, appreciation notes, team building activities and social opportunities.

**Strategy's Expected Result/Impact:** Improving campus culture

**Staff Responsible for Monitoring:** Principal and AP

#### Formative Reviews



Accomplished

**December**



Accomplished

**February**



Accomplished

**April**



Accomplished

**June**

### Performance Objective 4

Recruit Staff. Attend at least one job fair at a nearby University.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** See if another university offers career days.

# Goal 4

Comanche Elementary School will provide a safe, secure and supportive environment that will enhance the educational experience for all students to learn and staff to teach by maintaining and planning for facility needs.

## Performance Objective 1

CES will provide added measures for security entrance to the building.

**Evaluation Data Source:** Safety Coordinator door sweeps.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Frequent reminders about doors.

### Strategy 1

All external doors appropriately numbered for quick access and identification.

**Staff Responsible for Monitoring:** Safety Coordinator

#### Formative Reviews



Accomplished

**December**



Accomplished

**February**



Accomplished

**April**



Accomplished

**June**

### Strategy 2

Classroom doors secured during school hours and front hallway doors locked throughout the school day.

**Strategy's Expected Result/Impact:** Limited access to the building.

**Staff Responsible for Monitoring:** All staff

#### Formative Reviews

Moderate Progress

**December**

Moderate Progress

**February**

Moderate Progress

**April**




Continue/Modify

**June**


### Strategy 3

ID badges worn by staff and visitors. A new system in place for Co-op employees to include a lanyard and badge.


## Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**


## Strategy 4

The district's safety coordinator will conduct weekly door sweeps to ensure exterior doors are locked and secured.


**Strategy's Expected Result/Impact:** No outside access to the building.

**Staff Responsible for Monitoring:** Safety coordinator.


## Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**


## Strategy 5

All visitors entering the building by provide proper ID and follow visitor procedures.


**Strategy's Expected Result/Impact:** All person's accounted for who enter the building.

**Staff Responsible for Monitoring:** Office staff


## Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

## Performance Objective 2

CISD will implement and use the Raptor System.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation:** Create a clean system for reporting Raptor failures and have more opportunities to use the features.

## Strategy 1

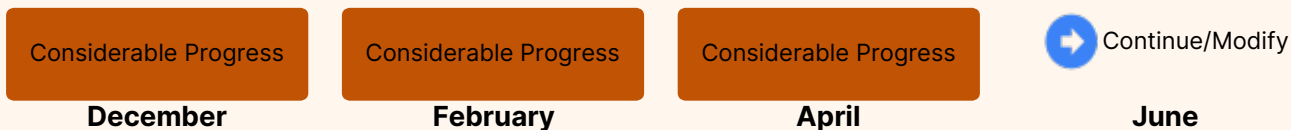
All scheduled drills will be executed through the Raptor system and alerts will also be displayed on each promethean board and through the phone system.

**Strategy's Expected Result/Impact:** unified safety efforts.

**Staff Responsible for Monitoring:** Safety Coordinator

**ESF Levers:** Lever 2: Strategic Staffing

### Formative Reviews



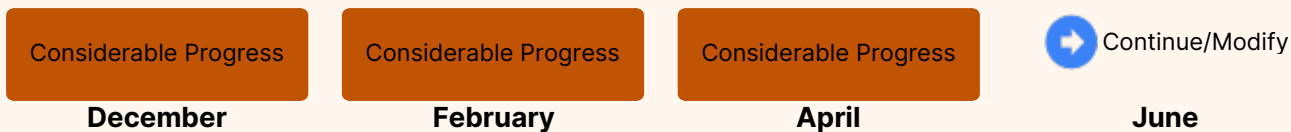
## Strategy 2

The Raptor system will be used for communication and reunification during drills.

**Strategy's Expected Result/Impact:** All staff will be able to see the communication.

**Staff Responsible for Monitoring:** Safety Coordinator, Principal

### Formative Reviews



## Performance Objective 3

CES will assign a safety team comprised of guardians for security purposes.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Regular meetings with safety team.

## Strategy 1

Select staff will receive training with the Guardian program and will be armed to protect against threats. They will also receive ongoing training throughout the school year.


### Formative Reviews




## Strategy 2

CES will have a district Safety Coordinator on staff.


## Formative Reviews

 Accomplished


**December**

 Accomplished

**February**

 Accomplished

**April**

 Accomplished

**June**

# Goal 5

Comanche Elementary School will provide students with behavioral support with an emphasis in social and emotional learning.

## Performance Objective 1

CES will use the SEL program, Character Strong. The Character Strong curriculum is An evidence-based, multi-tiered solution to support whole child success. The CES counseling department will follow the CSCP.

**Evaluation Data Source:** Screeners and assessments

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Scheduling

## Performance Objective 2

Comanche Elementary School will follow prescribed discipline procedures from the classroom to the office.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Should there be different procedures for pk-2, 3-5?

## Performance Objective 3

Comanche Elementary School will implement a PBIS system in which students can earn Tribe Bucks and buy items each six weeks from a school store. Additionally, students can earn Brag Tags for good behavior, PE, grades, kindness, reading, etc..

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to refine PBIS systems.

### Strategy 1

PBIS store and Brag Tags

#### Formative Reviews

Considerable Progress

December

Considerable Progress

February



Accomplished

April



Continue/Modify

June



# Title I Summary

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1 Description of CNA Process

The Campus Needs Assessment (CNA) process was conducted through a collaborative committee of stakeholders who were selected through a staff election process to ensure broad representation of the campus community. The committee met three times during the school year—in November, February, and April—to review data, monitor progress, and identify areas of need. During each meeting, stakeholders examined multiple sources of data, including student assessment results, classroom performance data, attendance information, stakeholder feedback, and progress toward Campus Improvement Plan goals. The committee analyzed trends, discussed strengths and challenges, and refined campus goals based on the findings. Through this process, the committee identified the implementation of the new math curriculum across the campus as the most significant area of need. Data indicated inconsistencies in instructional implementation and a need for additional professional development, support, and alignment to ensure successful delivery of the curriculum and improved student outcomes in mathematics. The findings from the CNA were used to guide campus planning and continuous improvement efforts for the upcoming school year.

### 1.2 Location for Evidence of Multiple Meetings Held

Meeting agendas and sign in sheets are found within the Plan4Learning site.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of the Schoolwide Plan/Campus Improvement Plan followed a continuous improvement process throughout the school year. The Campus Needs Assessment Committee met during the fall semester, mid-year, and spring semester to review data, evaluate progress toward campus goals, and identify areas requiring additional support. During each meeting, stakeholders examined student achievement data, program effectiveness, and campus performance indicators to determine strengths and needs. Information gathered from these meetings was used to refine campus priorities, develop goals, and identify strategies for inclusion in the Campus Improvement Plan. The final plan was developed in the spring using the findings from the needs assessment process and stakeholder input to ensure that campus goals and action steps aligned with identified student and staff needs.

### 2.2 Stakeholders 1114(b)(2)

Stakeholder members are given the opportunity to be involved in the development of the Campus Improvement Plan through a variety of feedback opportunities. Staff members participate through elected stakeholder committees, campus meetings, and collaborative discussions where data, goals, and strategies are reviewed and refined. Family and community input is gathered through surveys, parent engagement activities, and stakeholder meetings. Feedback is solicited throughout the school year and is considered alongside student achievement data, attendance data, and other performance indicators. The committee reviews all stakeholder input to identify areas of need, establish priorities, and ensure the Campus Improvement Plan reflects the goals and expectations of the school community. This collaborative process helps build shared ownership

and support for campus improvement efforts.

### **2.3 Description of Plan Availability, Format, and Language 1114(b)(4)**

The CIP and DIPs are available on the district website.

### **2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)**

NA

## **3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)**

### **3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation**

As stated above, sign in sheets and agendas with minutes are housed in Plan4Learning.



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/ Violence Management	Curtis Stahnke	4/30/2025	Curtis Stahnke	4/30/2025

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# Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

## Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 3

How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)

**Staff/Department**

**Procedures, Systems, and Policies**

*(Description)*

## Description 4

The poverty criteria that will be used to select **school attendance areas** under Section 1113



# Plan4Learning

<i>(Within-LEA Allocation Procedures)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 5</b>	
The <b>nature of the programs to be conducted</b> under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for <b>children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</b>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 6</b>	
The <b>services</b> the LEA will provide <b>homeless children and youth</b> to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act ( <i>Homeless LEA Reservation</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 7</b>	
The strategy the LEA will use to implement <b>effective parent and family engagement (PFE)</b> under Section 1116 ( <i>LEA Written Parent and Family Engagement Policy</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 8</b>	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with <b>early childhood education programs</b> at the LEA or individual school level, including <b>plans for the transition of participants</b> in such programs to local elementary	



# Plan 4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 9</b>	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a <b>Targeted Assistance program</b> under Section 1115, will <b>identify the eligible children most in need of services</b> under Title I, Part A	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description) (If all campuses Schoolwide then NA)</i>
<b>Description 10</b>	
How the LEA will implement strategies to facilitate effective <b>transitions for students from middle grades to high school and from high school to postsecondary education</b> including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 11</b>	
How the LEA will <b>support efforts to reduce the overuse of discipline practice that remove students from the classroom</b> , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>



## Plan 4 Learning

	<i>(Description)</i>
<b>Description 12</b>	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and <b>career and technical education</b> content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. <b>Work-based learning opportunities</b> that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 13</b>	
Any <b>other information on how the LEA proposes to use funds to meet the purposes of this grant</b> and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>



# Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

## Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
	(Description)

## Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
	(Description)

## Description 3

How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)

Staff/Department	Procedures, Systems, and Policies
	(Description)

## Description 4

The poverty criteria that will be used to select **school attendance areas** under Section 1113



# Plan4Learning

<i>(Within-LEA Allocation Procedures)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 5</b>	
The <b>nature of the programs to be conducted</b> under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for <b>children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</b>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 6</b>	
The <b>services</b> the LEA will provide <b>homeless children and youth</b> to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act ( <i>Homeless LEA Reservation</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 7</b>	
The strategy the LEA will use to implement <b>effective parent and family engagement (PFE)</b> under Section 1116 ( <i>LEA Written Parent and Family Engagement Policy</i> )	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 8</b>	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with <b>early childhood education programs</b> at the LEA or individual school level, including <b>plans for the transition of participants</b> in such programs to local elementary	



# Plan 4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 9</b>	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a <b>Targeted Assistance program</b> under Section 1115, will <b>identify the eligible children most in need of services</b> under Title I, Part A	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description) (If all campuses Schoolwide then NA)</i>
<b>Description 10</b>	
How the LEA will implement strategies to facilitate effective <b>transitions for students from middle grades to high school and from high school to postsecondary education</b> including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	<i>(Description)</i>
<b>Description 11</b>	
How the LEA will <b>support efforts to reduce the overuse of discipline practice that remove students from the classroom</b> , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>



## Plan 4 Learning

	(Description)
<b>Description 12</b>	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and <b>career and technical education</b> content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. <b>Work-based learning opportunities</b> that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	(Description)
<b>Description 13</b>	
Any <b>other information on how the LEA proposes to use funds to meet the purposes of this grant</b> and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
<b>Staff/Department</b>	<b>Procedures, Systems, and Policies</b>
	(Description)