

Comanche Independent School District



2025-2026 District Improvement Plan

Mission Statement

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.

Vision

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.

Value Statement

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 expectations, and supported by parents and community committed to the pursuit of educational excellence. 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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Comprehensive Needs Assessment



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
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Dyslexia data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data



Goals

Goal 1

Comanche ISD will provide a rigorous and aligned course of study that meets the diverse learning needs of all students to ensure academic success and future readiness.

Performance Objective 1 HB3 Goal

By May 2026, Comanche ISD will increase student academic growth across all tested grade levels and content areas, as measured by STAAR growth indicators and local assessment data, with a focus on closing performance gaps among student groups.

Evaluation Data Source: STAAR results, STAAR growth indicators, EOCs results, NWEA MAP, district benchmark assessments, and local formative assessment data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to implement new curriculum with rigor and validity. Ensure Instructional Staff has access to appropriate programs and knows how to access all materials.

Strategy 1

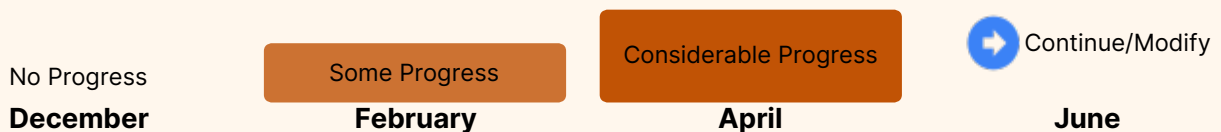
The district will provide and implement a curriculum aligned with the State of Texas Knowledge and Skills (TEKS) Resource System at every campus.

Strategy's Expected Result/Impact: Consistent TEKS-aligned instruction across campuses will result in increased student academic growth and improved performance across all student groups, as measured by local and state assessment data.

Staff Responsible for Monitoring: Curriculum Specialists, Campus Administrators, Instructional Coaches, Classroom Teachers

Funding Sources: TEKS Resource System State Compensatory Education, , TEKS Resource System Career & Technology, , TEKS Resource System State & Local Resources, , TEKS Resource System Title II, Part A,

Formative Reviews



Strategy 2

The district will utilize a curriculum strategist to ensure supplemental materials are implemented appropriately and to create standardized data checks for core subjects.

Strategy's Expected Result/Impact: Supplemental instructional materials will be consistently aligned and implemented with the Texas Essential Knowledge and Skills (TEKS) across all campuses, resulting in improved instructional coherence, effective use of data to inform instruction, and increased student academic growth as evidenced by local and state assessment data.

Staff Responsible for Monitoring: Curriculum Specialist and Campus Administrators


Funding Sources: Curriculum Strategist State & Local Resources, , Curriculum Strategist Title II, Part A,

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June

Performance Objective 2 HB3 Goal

By May 2026, Comanche ISD will increase the percentage of students demonstrating readiness for the next grade level or postsecondary pathways, as measured by state accountability indicators and local performance measures.

Evaluation Data Source: State accountability CCMR indicators, graduation data, and district postsecondary readiness records.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Focus on students completing pathways and encouraging through end of Senior year.

Strategy 1

The district will implement vertically aligned instructional practices and student supports that emphasize college, career, and grade-level readiness, including the use of aligned curriculum, academic planning, and progress monitoring to ensure successful transitions between grade levels and postsecondary pathways.

Strategy's Expected Result/Impact: Students will demonstrate increased readiness for the next grade level and postsecondary pathways, as evidenced by improved performance on state accountability indicators and local readiness measures across all student groups.

Staff Responsible for Monitoring: Curriculum Specialists, Campus Administrators, Counselors, Instructional Coaches, Classroom Teachers


Funding Sources: Xello Career & Technology, , OnData Suite Career & Technology, , iCEV Career & Technology,

Formative Reviews

No Progress
December

No Progress
February

Some Progress
April

 Continue/Modify

June

Performance Objective 3 HB3 Goal

Student achievement data will indicate that every student maintained or exceeded academic growth, with a specific focus on improving writing skills and scores across all subpopulations.

Strategy 1

Writing Initiative: The district will implement "The Writing Revolution" professional development and require regular submission of writing assignments to monitor student engagement in the writing process.

Strategy's Expected Result/Impact: Students will demonstrate improved writing proficiency and academic growth across all content areas, as evidenced by increased quality and frequency of writing tasks and improved performance on local and state assessment measures, including identified student groups.

Staff Responsible for Monitoring: Curriculum Director, Campus Administrators, Instructional Coaches, Classroom Teachers

Funding Sources: The Writing Revolution State & Local Resources,

Formative Reviews



Goal 2

Comanche ISD will ensure equitable access to instructional programs and supports for Emergent Bilingual students through English as a Second Language (ESL) services to improve academic achievement and educational continuity, as measured by progress toward mastery of the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1

Emergent Bilingual students will demonstrate progress toward English language proficiency and academic mastery, as measured by TELPAS growth ratings and local assessment data.

Evaluation Data Source: TELPAS results, Local assessments, Classroom observation data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to engage EB students and families in district communication and curriculum decisions.

Strategy 1

Use formative and summative data (TELPAS, STAAR, benchmarks, and classroom assessments) to create individualized learning plans for Emergent Bilingual students. Adjust instruction and provide targeted interventions based on ongoing data analysis.

Strategy's Expected Result/Impact: Students will receive timely, data-driven support that accelerates language acquisition and content mastery. Improved assessment outcomes will indicate growth and intervention effectiveness.

Staff Responsible for Monitoring: ESL teachers, classroom teachers, instructional coaches, campus principals, and the Proctor of Bilingual/ESL Programs

Funding Sources: Summit K-12 State Compensatory Education, , Summit K-12 Bilingual,

Formative Reviews



Strategy 2

Engage families of Emergent Bilingual students through regular communication, language-accessible resources, and workshops to support English language development at home.

Strategy's Expected Result/Impact: Enhanced family engagement will strengthen student learning continuity, resulting in improved academic outcomes and higher TELPAS growth ratings.

Staff Responsible for Monitoring: ESL teachers, classroom teachers, instructional coaches, campus principals, and the Proctor of Bilingual/ESL Programs


Funding Sources: Title I, Part C Migrant, , Title I, Part C Migrant, , Bilingual,

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June

Performance Objective 2 HB3 Goal

Provide targeted ESL instruction and scaffolded support in all core content areas through differentiated instruction, small-group interventions, and use of instructional technology tools tailored for Emergent Bilingual students. Implement ongoing professional development for teachers on best practices for language acquisition, culturally responsive teaching, and TELPAS-aligned instruction. Monitor student progress regularly using TELPAS, local assessments, and formative classroom data to inform instruction.

Evaluation Data Source: Emergent Bilingual students will demonstrate measurable growth in English language proficiency and academic performance. Increased TELPAS growth ratings and improved local assessment scores will indicate effective language acquisition and content mastery, supporting equitable access to instructional programs and continuity of learning.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Monitor student progress regularly using TELPAS, local assessments, and formative classroom data to inform instruction.

Strategy 1

Ensure faculty and staff are appropriately certified, including a focus on ESL (English as a Second Language) certification for elementary teachers. District will reimburse for required training and certification testing upon passing the ESL Certification.

Strategy's Expected Result/Impact: All faculty and staff will be appropriately certified, ensuring that Emergent Bilingual students receive instruction from highly qualified educators with specialized ESL knowledge. This will lead to more effective language acquisition support, improved academic achievement across core content areas, and measurable progress toward TEKS mastery, as evidenced by TELPAS growth ratings, local assessment data, and formative classroom outcomes.

Staff Responsible for Monitoring: Campus principals, ESL teachers, classroom teachers, Human Resources, Bilingual/ESL Programs Coordinator, and instructional coaches


Funding Sources: Training and Certificate Reimbursement State & Local Resources,

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June

Performance Objective 3

Integrate technology tools and digital resources (e.g., language learning apps, bilingual instructional

platforms) to support individualized and remote learning for Emergent Bilingual students.

Evaluation Data Source: Students will have increased access to personalized learning opportunities, leading to improved language proficiency, content understanding, and continuity of instruction regardless of the learning environment.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Keep researching the best technological tools to support EB students and families.

Goal 3

Comanche ISD will recruit, develop, and retain highly effective staff by providing equitable access to high-quality professional learning and strategically allocating resources to support high expectations and improved student outcomes.

Performance Objective 1

Comanche ISD will attract and hire highly qualified and diverse staff for all campuses and positions, ensuring equitable access to effective educators in every classroom, as measured by recruitment metrics, vacancy rates, and teacher retention data.

Evaluation Data Source: Number of qualified applicants, diversity of applicant pool, number of positions filled, time-to-hire data, Annual teacher retention/turnover reports, exit interview data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Work on CHS schedule and CTE classes to ensure vacancies are able to be filled.

Strategy 1

Develop and implement a comprehensive recruitment plan that includes targeted outreach to diverse candidate pools, participation in job fairs, partnerships with teacher preparation programs, competitive compensation packages, and streamlined hiring processes. Provide training for hiring committees on equitable hiring practices and bias awareness.

Strategy's Expected Result/Impact: Increase the number of qualified and diverse applicants, reduce time-to-fill vacancies, and improve staff retention. Students will benefit from access to highly effective educators, leading to improved academic outcomes and continuity of instruction.

Staff Responsible for Monitoring: Human Resources, Campus Principals, Hiring Committees, Director of Curriculum & Instruction, and Superintendent

Funding Sources: Bilingual, , Frontline State & Local Resources,

Formative Reviews



Strategy 2

Utilize the Teacher Incentive Allotment (TIA) as a tool to attract and recruit high-performing educators to the district.

Strategy's Expected Result/Impact: Expand the pool of highly qualified and diverse candidates, reduce vacancy rates, and ensure equitable access to effective educators in all classrooms. Improved hiring practices will lead to increased staff quality, higher teacher retention, and a more supportive and inclusive professional environment, ultimately contributing to enhanced student learning outcomes and overall campus performance.

Staff Responsible for Monitoring: Human Resources, Campus Principals, Hiring Committees, Director of Curriculum & Instruction, and Superintendent

Funding Sources: TIA,

Formative Reviews



Performance Objective 2

Comanche ISD will foster a supportive professional environment that promotes high faculty and staff morale and increases retention rates.

Evaluation Data Source: Annual teacher and staff retention/turnover reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Work of new Student Services position to help with communication with community and staff to increase morale.

Strategy 1

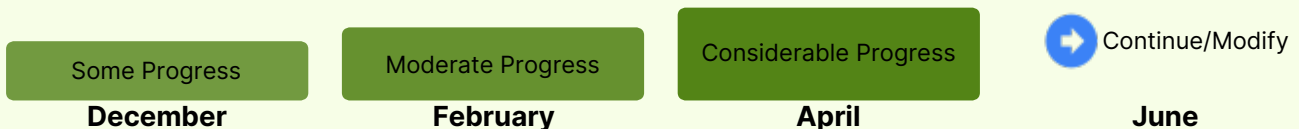
Provide Comanche Instructional Coaches (CIC) and support for new staff or those needing assistance to ensure professional and student growth goals are met.

Strategy's Expected Result/Impact: New and current staff will receive targeted support and coaching that promotes professional growth, increases instructional effectiveness, and improves student outcomes. Enhanced guidance and mentorship will lead to higher staff morale, greater job satisfaction, and increased retention rates, ensuring a stable and highly effective workforce across Comanche ISD.

Staff Responsible for Monitoring: Campus Instructional Coaches (CIC), campus principals, human resources staff, mentor teachers, and the Director of Curriculum & Instruction

Funding Sources: Title II, Part A, , State & Local Resources,

Formative Reviews



Performance Objective 3

Comanche ISD will increase staff capacity to effectively integrate technology into instruction by providing

equitable access to instructional resources and ongoing support, as measured by teacher technology proficiency, classroom implementation, and student engagement data.

Evaluation Data Source: Classroom observations documenting technology integration
Student engagement and performance data (formative assessments, projects, digital assignments)
Professional development attendance and completion records
Feedback from instructional coaching sessions

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue providing tips for teachers to utilize technology seamlessly in their classrooms.

Strategy 1

Provide ongoing professional learning and coaching focused on instructional technology integration, digital tools for teaching and learning, and data-driven instructional practices. Support staff with access to devices, software, and instructional technology resources, and implement peer collaboration and modeling opportunities to reinforce effective technology use in classrooms.

Strategy's Expected Result/Impact: Staff will demonstrate increased proficiency and confidence in integrating technology into instruction, resulting in more engaging and personalized learning experiences for students. Effective technology use will enhance instructional efficiency, student learning outcomes, and teacher satisfaction, contributing to retention and professional growth.

Staff Responsible for Monitoring: Campus principals, instructional technology specialists, Campus Instructional Coaches (CIC), classroom teachers, Director of Technology, and Director of Curriculum & Instruction

Funding Sources: Classlink State & Local Resources, , Diffit Title VI, Low Income, , Lowman EMAT, , CuiPod Title VI, Low Income, , NWEA MAPS State & Local Resources,

Formative Reviews



Goal 4 Comanche ISD will maintain safe, supportive, and culturally responsive learning environments.

Performance Objective 1

The district will maintain compliance with state and local safety and security mandates to ensure the physical protection of students and staff on all campuses.

Evaluation Data Source: Campus safety audits and inspection reports
Compliance records for state and local safety regulations
Emergency drill participation and performance logs
Documentation of safety training completion for staff

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Hire two full-time School Marshalls, Clear Back-packs will be mandatory at secondary campuses.

Strategy 1

The district will employ a dedicated Safety Coordinator to oversee security protocols and coordinate with campus administrators.

Strategy's Expected Result/Impact: The Safety Coordinator will ensure consistent implementation and monitoring of district-wide safety protocols, leading to improved compliance with state and local safety mandates. Students and staff will experience a more secure learning environment, emergency response procedures will be effectively executed, and overall campus safety will be enhanced, reducing incidents and promoting a culture of preparedness and protection.

Staff Responsible for Monitoring: District Safety Coordinator, Campus Principals, Assistant Principals, Campus Security Personnel, and the Director of Operations

Funding Sources: Raptor State & Local Resources, , Safety Coordinator State & Local Resources,

Formative Reviews



Strategy 2

Behavioral Threat Assessment: Each campus will maintain an active Safety and Behavioral Threat Assessment Team (BTAT) to proactively identify and address potential safety concerns.

Strategy's Expected Result/Impact: Active campus Safety and Behavioral Threat Assessment Teams (BTAT) will proactively identify, assess, and address potential safety threats, reducing the likelihood of incidents and promoting a secure learning environment. Timely intervention and collaboration among staff will enhance student and staff safety, support mental health and well-being, and ensure compliance with state and local safety mandates.

Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Counselors, Campus Safety Officers, Teachers serving on BTAT, and the District Safety Coordinator

Formative Reviews

 Some Progress	 Some Progress	 Some Progress	 Continue/Modify
December	February	April	June

Strategy 3

Students will be provided with tools, such as anonymous bullying reporting apps, to safely advocate for themselves and others.

Strategy's Expected Result/Impact: Students will have safe, accessible avenues to report bullying and other safety concerns, empowering them to advocate for themselves and their peers. Increased reporting and timely intervention will enhance campus safety, promote a positive and supportive school climate, and ensure compliance with state and local safety requirements while fostering student well-being and trust in school safety protocols.

Staff Responsible for Monitoring: Campus Principals, Counselors, Teachers, Campus Safety Officers, IT Department, and the District Safety Coordinator

Funding Sources: StopIt State & Local Resources,

Formative Reviews

 Some Progress	 Some Progress	 Some Progress	 Continue/Modify
December	February	April	June

Performance Objective 2

The district will implement evidence-based programs to foster healthy behaviors, relationship skills, and a positive personal decision-making environment.

Evaluation Data Source: Program participation logs and attendance records for evidence-based behavioral and social-emotional programs

Campus discipline and referral data

Observation and documentation of program implementation fidelity by counselors or program facilitators

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue working on SEL programs throughout the ISD

Strategy 1

Implement social-emotional learning (SEL), such as Character Strong, programs to support whole-child success and provide a foundation for moral values.

Strategy's Expected Result/Impact: Implementation of evidence-based SEL programs to promote students' healthy behaviors, positive relationship skills, and sound personal decision-making. Students will demonstrate increased empathy, responsible decision-making, and resilience, contributing to a supportive, safe, and culturally responsive learning environment. The programs will also enhance overall school climate, reduce behavioral incidents, and support whole-child development.

Staff Responsible for Monitoring: Campus Principals, Counselors, Teachers, Campus Instructional Coaches, and the Director of Special Services

Funding Sources: Character Strong Title I, Part A,

Formative Reviews



Strategy 2

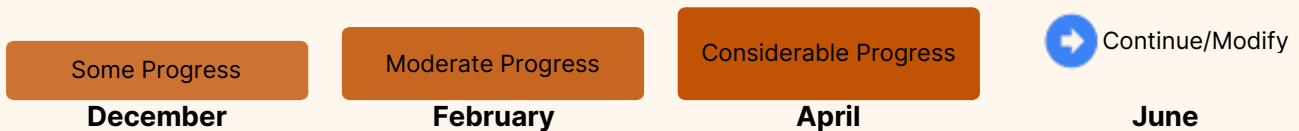
The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

Strategy's Expected Result/Impact: All required staff will receive training in trauma-informed care, increasing awareness of the impact of trauma on student behavior, learning, and relationships. Educators and applicable district employees will implement strategies that create supportive, responsive, and emotionally safe learning environments. This will lead to improved student behavior, stronger relationships, enhanced engagement, and more effective responses to student needs, supporting positive decision-making and overall student well-being.

Staff Responsible for Monitoring: District Safety Coordinator.

Funding Sources: Trauma-informed training & curriculum State & Local Resources,

Formative Reviews



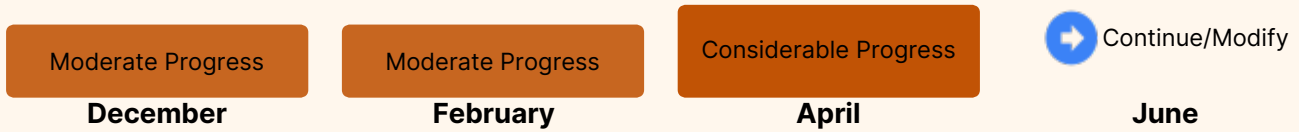
Strategy 3

Implement and enforce district policies that prohibit discrimination, harassment, dating violence, and retaliation. Provide training and awareness for students and staff on recognizing, preventing, and reporting prohibited conduct, and ensure timely investigation and response procedures are followed to maintain a safe and respectful learning environment.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased awareness of prohibited behaviors, including discrimination, harassment, dating violence, and retaliation. Consistent enforcement of policies and timely response to incidents will create a safe, inclusive, and respectful school environment. This will reduce incidents of misconduct, improve student well-being, and ensure all students have equitable access to educational opportunities free from intimidation or harm.

Staff Responsible for Monitoring: Superintendent, Campus Principals, Counselors, Title IX Coordinator, Safety Coordinator, Teachers, and Human Resources Staff.

Formative Reviews



Performance Objective 3

Comanche ISD will foster an energizing and supportive professional environment to enhance faculty morale and encourage teacher retention.

Evaluation Data Source: Teacher retention and turnover reports
Exit interview data from departing staff
Records of mentorship and coaching program participation
Campus observation and administrative feedback on staff collaboration and morale

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Retention at the Campus Administration Level and appointing of a new Superintendent will help with the stability in morale and retention.

Strategy 1

Utilize campus newsletters and social media to recognize staff achievements and build a culture of appreciation.

Strategy's Expected Result/Impact: Consistent recognition of staff achievements through campus newsletters and social media will strengthen a culture of appreciation and support. Increased staff morale, engagement, and sense of value will contribute to higher job satisfaction and improved teacher retention, fostering a positive and collaborative professional environment across Comanche ISD.

Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Campus Secretaries, and Human Resources

Funding Sources: School Courier Title VI, Low Income,

Formative Reviews



Strategy 2

Maintain campus-level committees, such as the Faculty Morale Committee and Sunshine Committee, to organize morale-boosting activities and treats.

Strategy's Expected Result/Impact: Campus-level committees, such as the Faculty Morale Committee and Sunshine Committee, will promote a positive and supportive professional culture by organizing morale-boosting activities and recognition efforts. Increased staff engagement, collaboration, and appreciation will enhance faculty morale, strengthen campus climate, and contribute to improved teacher retention across Comanche ISD.


Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Faculty Morale Committee members, Sunshine Committee members, and Human Resources

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June

Strategy 3

Foster collaboration and teamwork among all stakeholders, involving teachers and staff in the decision-making process to improve the physical and professional teaching environment.

Strategy's Expected Result/Impact: Increased collaboration and shared decision-making among teachers, staff, and administrators will strengthen trust, professional relationships, and a sense of ownership in campus initiatives. Inclusive stakeholder involvement will improve the physical and professional teaching environment, increase staff morale, and support higher levels of engagement and teacher retention across Comanche ISD.

Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Teachers, Campus Leadership Teams, District Administration, and Human Resources


Funding Sources: State & Local Resources,

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June

Goal 5

Comanche ISD will provide a high-quality education and reduce academic achievement gaps by ensuring equitable access to rigorous instruction and supports aligned to state academic standards for all students.

Performance Objective 1 High Priority HB3 Goal

Student achievement data will indicate that every student maintained or exceeded academic growth, with a specific focus on improving writing skills and scores across all subpopulations.

Evaluation Data Source: data from BOY (Beginning of Year) assessments, Benchmarks, STAAR/EOC, MAP, and EOY (End of Year) scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Use necessary data points to adjust instruction for the 26-27 school.

Strategy 1

Provide coordinated, targeted instructional supports for students receiving inclusion services, special education, dyslexia services, ESL services, and intervention in reading and math. Implement differentiated instruction, small-group and individualized interventions, and co-teaching models aligned to IEPs, 504 plans, LPAC recommendations, and MTSS frameworks. Emphasize explicit instruction in writing across content areas and ensure ongoing collaboration among general education teachers, interventionists, and support staff to meet the diverse academic needs of all learners.

Strategy's Expected Result/Impact: Students across all subpopulations will demonstrate maintained or improved academic growth, with measurable gains in writing, reading, and math achievement. Increased alignment of supports and instructional strategies will reduce achievement gaps, improve access to rigorous instruction, and ensure equitable learning opportunities, as reflected in student performance data and progress monitoring results.

Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Special Education Teachers, ESL Teachers, Dyslexia Specialists, Interventionists, Campus Instructional Coaches, Counselors, and the Director of Curriculum & Instruction

Funding Sources: Support Staff Bilingual, , Support Staff Special Education, , Support Staff Title I, Part A, , Support Staff State Compensatory Education,

Formative Reviews



Performance Objective 2 High Priority HB3 Goal

The district will implement a multi-tiered system of support to ensure students who are not meeting state standards receive immediate, intensive instructional intervention.

Evaluation Data Source: NWEA MAP Data, Progress monitoring data for Tier II and Tier III interventions, Benchmark and local assessment results, Progress monitoring data for Tier II and Tier III interventions

Benchmark and local assessment results

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Review district-wide Multi-Tiered System of Supports (MTSS)

Strategy 1

Implement and sustain a district-wide Multi-Tiered System of Supports (MTSS) to provide timely, targeted, and intensive interventions in reading, math, and writing for students not meeting state academic standards. Use universal screening, progress monitoring, and data-driven decision-making to identify student needs and adjust instruction. Ensure alignment of Tier I instruction, Tier II interventions, and Tier III intensive supports, including collaboration among general education teachers, interventionists, special education staff, and campus leadership.

Strategy's Expected Result/Impact: Students receiving targeted and intensive interventions will demonstrate improved academic performance and accelerated growth toward mastery of state standards. Consistent implementation of MTSS will reduce achievement gaps, increase instructional effectiveness, and ensure equitable access to academic support for all students, as evidenced by assessment and progress monitoring data.

Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Interventionists, Campus Instructional Coaches, Special Education Teachers, ESL Teachers, Dyslexia Specialists, Counselors, and the Director of Curriculum & Instruction

Funding Sources: LoneStar Learning State & Local Resources, , NWEA MAP State & Local Resources, , IXL Title I, Part A,

Formative Reviews



Performance Objective 3

Comanche ISD will increase student proficiency in Technology Applications by integrating digital literacy, responsible technology use, and technology-based instructional practices across all grade levels, ensuring students are prepared to meet state standards and apply technology skills to academic learning.

Evaluation Data Source: Technology Applications assessment results and performance tasks

Classroom observations documenting student use of technology

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Implement Tech Apps at the Jr High level

Strategy 1

Integrate Technology Applications standards into core content instruction through project-based learning, digital tools, and instructional technology platforms. Provide students with equitable

access to devices, software, and digital resources while emphasizing digital citizenship, online safety, and responsible technology use. Support teachers with instructional guidance to embed technology skills into daily instruction and assessments.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in Technology Applications, including digital literacy, problem-solving, and responsible technology use. Technology-integrated instruction will enhance student engagement, academic achievement, and readiness for future academic and career demands, contributing to reduced achievement gaps across student populations.


Staff Responsible for Monitoring: Classroom Teachers, Campus Principals

Formative Reviews

Some Progress
December

Some Progress
February

Moderate Progress
April

 Continue/Modify
June

Goal 6

Comanche ISD will build a collaborative culture that actively engages families, community partners, and district stakeholders to foster school spirit, community pride, and a shared commitment to student success.

Performance Objective 1

The district will maintain frequent and open lines of communication with all stakeholders to ensure transparency and community awareness of district successes and needs.

Evaluation Data Source: CISD APP, website and social media engagement analytics
Attendance and participation records for parent and community events
Stakeholder survey results regarding communication effectiveness

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Implementation of a Student Success liaison. Tighten Social Media engagement to one CISD page on Facebook and Instagram. Work with company to improve the CISD app and School Messenger options.

Strategy 1

Maintain frequent, consistent, and accessible communication with families, community partners, and district stakeholders through multiple platforms, including district and campus mobile app, websites, newsletters, social media, parent meetings, and community events. Ensure communication is timely, clear, and inclusive to promote transparency and awareness of district initiatives, successes, and needs.

Strategy's Expected Result/Impact: Stakeholders will demonstrate increased awareness, engagement, and trust in district operations and initiatives. Effective communication will strengthen school-community relationships, enhance school spirit and community pride, and support a shared commitment to student success across Comanche ISD.

Staff Responsible for Monitoring: Superintendent, Campus Principals, District and Campus Communications Staff, Teachers, and Administrative Support Staff

Funding Sources: School Courier Title VI, Low Income, , PowerSchool School Messenger State & Local Resources,

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Strategy 2

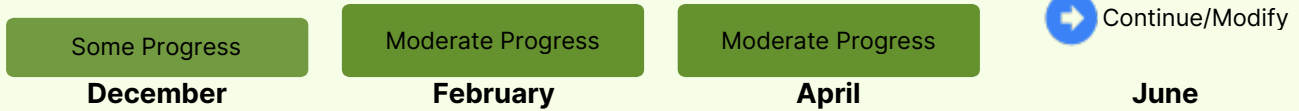
Ensure parents/guardians are registered for and trained on the Parent Portal to monitor student grades, attendance, and progress in real-time.

Strategy's Expected Result/Impact: Parents and guardians will have timely access to student academic and attendance information, increasing transparency and strengthening home-school communication. Improved parent engagement and understanding of student progress will support early intervention, shared accountability, and improved student outcomes, fostering greater trust and partnership between families and Comanche ISD.

Staff Responsible for Monitoring: Campus Principals, Teachers, Campus Secretaries, Counselors

Funding Sources: Ascender State & Local Resources,

Formative Reviews



Strategy 3

Promote the "Comanche ISD" brand through consistent messaging that highlights the district's vision of inspiring an enthusiasm for excellence.

Strategy's Expected Result/Impact: Stakeholders will have increased awareness and understanding of Comanche ISD's vision, mission, and accomplishments. This will strengthen community engagement, foster pride in district initiatives, and encourage active participation in school events and programs. Consistent branding will reinforce a positive district image and contribute to a collaborative culture supporting student success.

Staff Responsible for Monitoring: Superintendent, Campus Principals, and Marketing/Outreach Consultant

Funding Sources: Madd Media State & Local Resources,

Formative Reviews



Performance Objective 2

The district will provide opportunities for parents and families to participate in their child's education through campus-based events and educational outreach.

Evaluation Data Source: Parent and family attendance records at campus events, sign-in sheets from educational outreach programs, survey feedback from participants, volunteer participation logs, and reports on family engagement initiatives submitted by campus staff.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Plan quarterly family outreach.

Strategy 1

Host campus-specific events to provide parents with tools to support student success.

Strategy's Expected Result/Impact: Parents and families will be better equipped to support their child's academic and social growth, leading to increased student success and stronger home-school connections. Campus-specific events will foster meaningful engagement, enhance relationships between families and staff, and contribute to a collaborative district culture.

Staff Responsible for Monitoring: Campus Principals, Teachers, Parent Liaison/Family Engagement Committees, Counseling Staff, and Campus Support Staff.

Funding Sources: Title I, Part A, , Title VI, Low Income,

Formative Reviews



Strategy 2

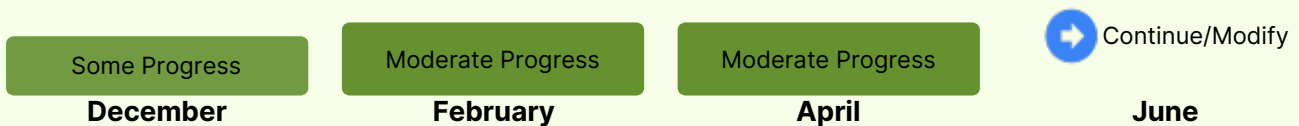
Invite families to attend Board Meetings, awards ceremonies, "Student of the Month" recognitions, and extracurricular performances to foster a sense of community pride.

Strategy's Expected Result/Impact: Increased family and community attendance at district events will strengthen relationships between stakeholders and the schools, promote community pride, and celebrate student achievements. This engagement will support a collaborative culture and reinforce a shared commitment to student success.

Staff Responsible for Monitoring: Campus Principals, Teachers, Parent Liaison/Family Engagement Committees, Counseling Staff, and Campus Support Staff

Funding Sources: State & Local Resources,

Formative Reviews



Strategy 3

Ensure communication and engagement opportunities are accessible to all families, including providing translation services and hosting targeted outreach for migrant and emergent bilingual families.

Strategy's Expected Result/Impact: All families, including migrant and emergent bilingual households, will have equitable access to district communications and engagement opportunities. This will increase family participation, strengthen trust and collaboration, and ensure that every stakeholder is informed and empowered to support student success.

Staff Responsible for Monitoring: Superintendent, Campus Principals, Family Engagement Committees, Bilingual/ESL Staff, Counseling Staff, Office Staff

Funding Sources: Title I, Part C Migrant, , State & Local Resources,

Formative Reviews

Some Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Performance Objective 3

The district will create an environment that encourages students to be conscientious citizens and active participants in the Comanche community.

Evaluation Data Source: Records of student participation in community service projects, logs of service hours completed, event attendance sheets, feedback from community partners, and reports submitted by campus advisors or coaches.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Help set-up a few things for the older elementary students to help with, even if it is within the District.

Strategy 1

Encourage student organizations and athletic teams to participate in community service projects that build local pride and a spirit of giving back.

Strategy's Expected Result/Impact: Students will develop a sense of civic responsibility, community pride, and teamwork skills while positively impacting the local community. Participation in service projects will foster student engagement, strengthen school-community relationships, and reinforce the district's commitment to producing conscientious citizens.

Staff Responsible for Monitoring: Campus Principals, Counselors, Teachers, Student Organization Advisors, Athletic Coaches, Community Liaison, and Service Project Coordinators.

Formative Reviews

Some Progress

December

Some Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Publicly recognize community partners and business representatives who support district initiatives and student programs.

Strategy's Expected Result/Impact: Public recognition of community partners and business supporters will strengthen partnerships, increase community involvement in district initiatives, and foster a culture of collaboration and shared commitment to student success. This visibility will encourage ongoing support and create a positive, community-focused image for the district.

Staff Responsible for Monitoring: Superintendent, Campus Principals, Communications Director, Public Relations/Outreach Staff, and Community Engagement Coordinators.

Funding Sources: State & Local Resources,

Formative Reviews

No Progress

December

Some Progress

February

Some Progress

April



Continue/Modify

June

Performance Objective 4

Comanche ISD will involve a diverse group of stakeholders in the planning and evaluation of district and campus programs.

Evaluation Data Source: Meeting agendas and attendance records from planning committees, stakeholder survey responses, focus group feedback, documentation of input incorporated into district and campus plans, and reports from advisory councils or parent/community committees.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with stakeholders to continue the evolution of moving CISD forward.

Strategy 1

Maintain active District and Campus Site-Based Committees that include parents, community members, and business representatives to review and revise the District/Campus Improvement Plans annually.

Strategy's Expected Result/Impact: Active District and Campus Site-Based Committees will ensure that district and campus improvement plans reflect diverse stakeholder perspectives. This collaboration will improve the relevance and effectiveness of programs, strengthen community trust and engagement, and foster a shared commitment to student success.

Staff Responsible for Monitoring: Superintendent, Campus Principals, Parent/Community Representatives, Business Partners, and Committee Facilitators.

Funding Sources: State & Local Resources,

Formative Reviews

No Progress

December

Some Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Conduct annual surveys for parents, students, and staff to gather data on school climate, safety, and instructional effectiveness, using the results to drive the Comprehensive Needs Assessment (CNA).

Strategy's Expected Result/Impact: Annual surveys will provide actionable data on school climate, safety, and instructional effectiveness, ensuring that stakeholder feedback informs the Comprehensive Needs Assessment (CNA). This process will lead to more targeted improvements, increased stakeholder satisfaction, and stronger alignment between district initiatives and community needs.

Staff Responsible for Monitoring: Superintendent, Campus Principals


Funding Sources: 806Technologies State & Local Resources,

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June

Strategy 3

Strengthen ties with local businesses and community organizations to provide students with real-world learning opportunities, guest speakers, and mentorship programs.

Strategy's Expected Result/Impact: Stronger partnerships with local businesses and community organizations will provide students with meaningful, real-world learning experiences, access to mentors, and exposure to career pathways. This collaboration will enhance student engagement, support academic and personal growth, and reinforce community investment in district success.

Staff Responsible for Monitoring: Superintendent, Campus Principals, Career and Technical Education (CTE) Coordinators, Teachers, Community Liaison, and Student Organization Advisors.


Funding Sources: State & Local Resources,

Formative Reviews

Some Progress
December

Some Progress
February

Some Progress
April

 Continue/Modify

June



Title I Summary

Title I



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System	--	\$0.00
2	1	1	Summit K-12	--	\$0.00
5	1	1	Support Staff	--	\$0.00
Sub-Total					\$0.00

Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Support Staff	--	\$0.00
Sub-Total					\$0.00

Career & Technology

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System	--	\$0.00
1	2	1	Xello	--	\$0.00
1	2	1	OnData Suite	--	\$0.00
1	2	1	iCEV	--	\$0.00
Sub-Total					\$0.00

Bilingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Summit K-12	--	\$0.00
2	1	2		--	\$0.00
3	1	1		--	\$0.00
5	1	1	Support Staff	--	\$0.00
Sub-Total					\$0.00

State & Local Resources

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System	--	\$0.00
1	1	2	Curriculum Strategist	--	\$0.00
1	3	1	The Writing Revolution	--	\$0.00
2	2	1	Training and Certificate Reimbursement	--	\$0.00
3	1	1	Frontline	--	\$0.00
3	2	1		--	\$0.00
3	3	1	Classlink	--	\$0.00
3	3	1	NWEA MAPS	--	\$0.00
4	1	1	Raptor	--	\$0.00
4	1	1	Safety Coordinator	--	\$0.00
4	1	3	StopIt	--	\$0.00
4	2	2	Trauma-informed training & curriculum	--	\$0.00
4	3	3		--	\$0.00
5	2	1	LoneStar Learning	--	\$0.00
5	2	1	NWEA MAP	--	\$0.00
6	1	1	PowerSchool School Messenger	--	\$0.00
6	1	2	Ascender	--	\$0.00
6	1	3	Madd Media	--	\$0.00
6	2	2		--	\$0.00
6	2	3		--	\$0.00
6	3	2		--	\$0.00
6	4	1		--	\$0.00
6	4	2	806Technologies	--	\$0.00
6	4	3		--	\$0.00
Sub-Total					\$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Character Strong	--	\$0.00
5	1	1	Support Staff	--	\$0.00
5	2	1	IXL	--	\$0.00
6	2	1		--	\$0.00
Sub-Total					\$0.00

Title I, Part C Migrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		--	\$0.00
2	1	2		--	\$0.00
6	2	3		--	\$0.00
Sub-Total					\$0.00

Title VI, Low Income

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Diffit	--	\$0.00
3	3	1	Cuipod	--	\$0.00
4	3	1	School Courier	--	\$0.00
6	1	1	School Courier	--	\$0.00
6	2	1		--	\$0.00
Sub-Total					\$0.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System	--	\$0.00
1	1	2	Curriculum Strategist	--	\$0.00
3	2	1		--	\$0.00
Sub-Total					\$0.00

TIA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
Sub-Total					\$0.00

EMAT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Lowman	--	\$0.00
Sub-Total					\$0.00



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



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



Plan4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description) (If all campuses Schoolwide then NA)</i>
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education 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	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 11	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	Procedures, Systems, and Policies



Plan 4 Learning

	<i>(Description)</i>
Description 12	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education 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. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 13	
Any other information on how the LEA proposes to use funds to meet the purposes of this grant 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.	
Staff/Department	Procedures, Systems, and Policies
	<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>	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 5	
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 6	
The services the LEA will provide homeless children and youth 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>)	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 7	
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116 (<i>LEA Written Parent and Family Engagement Policy</i>)	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 8	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary	



Plan4 Learning

school programs. <i>(LEA Reservation for Preschool)</i>	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description) (If all campuses Schoolwide then NA)</i>
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education 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	
Staff/Department	Procedures, Systems, and Policies
	<i>(Description)</i>
Description 11	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	Procedures, Systems, and Policies



Plan 4 Learning

	(Description)
Description 12	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education 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. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Staff/Department	Procedures, Systems, and Policies
	(Description)
Description 13	
Any other information on how the LEA proposes to use funds to meet the purposes of this grant 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.	
Staff/Department	Procedures, Systems, and Policies
	(Description)